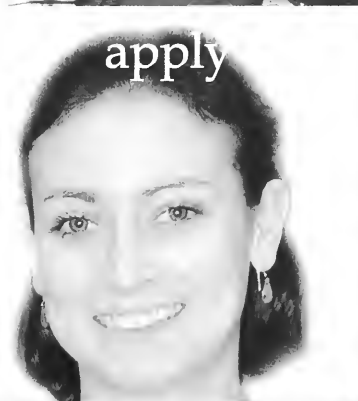
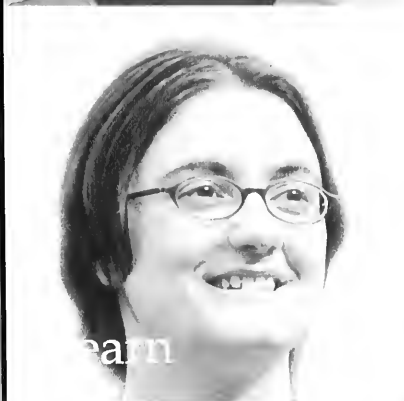


# College of The Albemarle

## 2005-2007 Academic Catalog



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# College of The Albemarle

2005 - 2007 Catalog



[www.albemarle.edu](http://www.albemarle.edu)





## Elizabeth City Campus

College of The Albemarle  
1208 North Road Street  
P.O. Box 2327  
Elizabeth City, NC 27906-2327  
Telephone: (252) 335-0821  
Telefax: (252) 335-2011



## Dare County Campus

College of The Albemarle  
132 Russell Twiford Road  
Manteo, NC 27954  
Telephone: (252) 473-2264 or (252) 473-3593  
Telefax: (252) 473-5497

## Edenton-Chowan Campus

824 North Oakum Street  
Edenton, NC 27932  
Telephone: (252) 482-7900  
Telefax: (252) 482-5293



## Edenton-Chowan Administration Building

1316-C North Broad Street  
Edenton, NC 27932  
Telephone: (252) 482-7900  
Telefax: (252) 482-7999

## Accreditation

College of The Albemarle is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone Number 404-679-4501) to award associate degrees.

Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree and the Associate in General Education degree, are transferable to senior colleges and universities for a higher degree.

College of The Albemarle's Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, Telephone Number 1-800-669-1656, Fax 212-812-0393). College of The Albemarle's Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (128 South Tejon St.; Suite 301, Colorado Springs, Colorado 80903, Telephone Number 719-328-0800, Fax 719-328-0801).

## Publication Information

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. College of The Albemarle reserves the right to discontinue at any time any programs or courses described in this catalog. While every effort will be made to give advance notice of any change of a program or course, such notice is not guaranteed nor required. This catalog should not be considered a contract between College of The Albemarle and any prospective student.

Unless otherwise indicated in a college publication, this catalog becomes effective Fall 2005 and remains in effect through Summer 2007.

# Message from the President

On behalf of the staff, faculty, students, and Board of Trustees, welcome to College of The Albemarle. A comprehensive community college with an excellent academic reputation, COA is committed to providing accessible education, training, and retraining for better jobs and better lives in Northeastern North Carolina. We are delighted that you have opted to continue your education here.

At COA, we understand that the overall objective of the community college is to serve the community. We meet this objective, one student at a time, through quality programs and services. Administration, faculty, and staff work closely with the seven counties COA serves to address the area's economic needs, and continuously seek ways to enhance our economic development partnerships with local governments, businesses, and industries.

While our overall objective is community-based, our priorities are student-based. Enabling you to succeed in acquiring the knowledge and skills you need to enter the labor force, advance in your current job, find a better job, transfer to a four-year institution, or enrich your life experiences is our priority. Your success is our reward and our dedicated, friendly faculty and staff are highly invested in your success. The size of our campuses and centers allow for regular interaction and I encourage you to let any of us know how we can help you achieve your educational goals.

This catalog is intended to provide you with information regarding the various programs and services COA offers. Keep it handy throughout your career here and use it to track your progress. If you have questions for which you can not find answers in the catalog, please visit our Admissions Office. Also, feel free to contact any faculty or staff member when you have questions or need assistance. We are all here for you and hope to contribute to your success.



Warmest Regards,

A handwritten signature in cursive script that reads "Lynne M. Bunch".

Lynne M. Bunch  
President

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# Academic Calendar

## Fall Semester 2005

Registration .....	Monday, July 11
Schedule Adjustment Days .....	Friday, August 12
Convocation (no classes) .....	Friday, August 12
Classes Begin .....	Monday, August 15
End of 75% Refund Period (First 8-week session) .....	Thursday, August 18
End of 75% Refund Period (16-week session) .....	Wednesday, August 24
Labor Day Holiday .....	Monday, September 5
Faculty/Staff Professional Development (no classes) .....	Mon.-Tues., October 10-11
Last Day to Withdraw Without Grade Penalty (16-week session) .....	Wednesday, October 12
Last Day of First 8-week session .....	Wednesday, October 12
First Day of Second 8-Week Session .....	Thursday, October 13
End of 75% Refund Period (Second 8-week session) .....	Tuesday, October 18
Thanksgiving Holiday .....	Wed.-Fri., November 23-25
Classes End .....	Monday, December 5
Exam Week .....	Tues. - Mon., December 6-12
Semester Ends .....	Monday, December 12

## Spring Semester 2006

Registration .....	Monday, November 7
Schedule Adjustment Days .....	Monday, November 7
Convocation (no classes/no registration) .....	Tuesday, January 3
Faculty Work Day (no classes) .....	Wednesday, January 4
Classes Begin .....	Thursday, January 5
End of 75% Refund Period (First 8-week session) .....	Tuesday, January 10
Martin Luther King, Jr. Holiday .....	Monday, January 16
End of 75% Refund Period (16-week session) .....	Tuesday, January 17
Faculty/Staff Professional Development (no classes) .....	Thurs.-Fri., March 9-10
Last Day to Withdraw Without Grade Penalty (16-week session) .....	Thursday, March 2
Last Day of First 8-week session .....	Thursday, March 2
First Day of Second 8-Week Session .....	Friday, March 3
End of 75% Refund Period (Second 8-week session) .....	Wednesday, March 8
Spring Break .....	Mon.-Fri., April 17-21
Classes End .....	Monday, May 1
Exam Week .....	Tues.-Mon., May 2-8
Semester Ends .....	Monday, May 8
Spring Commencement .....	Thursday, May 11

## Summer Semester 2006

Registration .....	Monday, April 17
Schedule Adjustment Days .....	Monday, April 17
Classes Begin .....	Tuesday, May 16
End of 75% Refund Period (First 5-Week Session) .....	Wednesday, May 17
End of 75% Refund Period (10-Week Session) .....	Monday, May 22
Memorial Day Holiday (no classes) .....	Monday, May 29
Last Day to Withdraw Without Grade Penalty (10-Week Session) .....	Tuesday, June 20
Last Day of First 5-Week Session .....	Tuesday, June 20
First Day of Second 5-Week Session .....	Wednesday, June 21
End of 75% Refund Period (Second 5-Week Session) .....	Thursday, June 22
July 4th Holiday .....	Tuesday, July 4
Summer Semester Ends .....	Monday, July 26
Summer Commencement .....	Wednesday, July 28

## Fall Semester 2006

Registration .....	Monday, July 10
Schedule Adjustment Days .....	Monday, July 10
Convocation (no classes).....	Monday, August 14
Classes Begin .....	Tuesday, August 15
End of 75% Refund Period (First 8-week session).....	Friday, August 18
End of 75% Refund Period (16-week session) .....	Thursday, August 24
Labor Day Holiday .....	Monday, September 4
NCCC Conference (no classes).....	Tuesday, October 10
Last Day to Withdraw Without Grade Penalty (16-week session) .....	Wednesday, October 11
Last Day of First 8-week session .....	Wednesday, October 11
First Day of Second 8-Week Session .....	Thursday, October 12
End of 75% Refund Period (Second 8-week session) .....	Tuesday, October 17
Thanksgiving Holiday .....	Wed.-Fri., November 22-24
Classes End .....	Monday, December 4
Exam Week .....	Tues.-Mon., December 5-11
Semester Ends .....	Monday, December 11

## Spring Semester 2007

Registration .....	Monday, November 6
Schedule Adjustment Days .....	Monday, November 6
Convocation (no classes/no registration) .....	Tuesday, January 2
Faculty/Staff Work Day (no classes) .....	Wednesday, January 3
Classes Begin .....	Thursday, January 4
End of 75% Refund Period (First 8-week session).....	Tuesday, January 9
Martin Luther King, Jr.Holiday .....	Monday, January 15
End of 75% Refund Period (16-week session) .....	Tuesday, January 16
Faculty/Staff Professional Development (no classes) .....	Thur.-Fri., March 1-2
Last Day to Withdraw Without Grade Penalty (16-week session) .....	Monday, March 5
Last Day of First 8-week session .....	Monday, March 5
First Day of Second 8-Week Session .....	Tuesday, March 6
End of 75% Refund Period (Second 8-week session) .....	Friday, March 9
Spring Break .....	Mon.-Fri., April 9-13
Classes End .....	Monday, April 30
Exam Week .....	Tues.-Mon., May 1-7
Semester Ends .....	Monday, May 7
Spring Commencement .....	Thursday, May 10

## Summer Semester 2007

Registration .....	Monday, April 9
Schedule Adjustment Days .....	Monday, April 9
Classes Begin .....	Wednesday, May 16
End of 75% Refund Period (First 5-Week Session).....	Thursday, May 17
End of 75% Refund Period (10-Week Session) .....	Tuesday, May 22
Memorial Day Holiday .....	Monday, May 28
Last Day to Withdraw Without Grade Penalty (10-Week Session) .....	Wednesday, June 20
Last Day of First 5-Week Session .....	Wednesday, June 20
First Day of Second 5-Week Session .....	Thursday, June 21
End of 75% Refund Period (Second 5-Week Session) .....	Monday, June 25
July 4th Holiday .....	Wednesday, July 4
Summer Semester Ends .....	Thursday, July 26
Summer Commencement .....	Monday, July 30

# Introduction

## History & Overview

In 2001, College of The Albemarle (COA) celebrated 40 years of serving the Albemarle. Just over four decades ago, the seven Albemarle counties (Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans) which sprawl over a vast, watery coastal area faced major economic challenges. The four top industries were all seasonal: agriculture, fishing, lumbering, and tourism. According to a report written in 1972, "...transportation was difficult in the region; the high school dropout rate was high; unemployment was consistently higher than the rest of the state; and over one-half of the region's families earned less than \$3,000 in 1960." (*To Take A Chance*, published by College of The Albemarle, 1972.)

Economic pressures had been building since the mid-1940's with an increasing population, industrialization, and surge of World War II veterans returning home to North Carolina after the war. These pressures created a demand for educational facilities. In Pasquotank County, several local groups and individuals began working diligently to determine a solution.

By 1957, interest in starting a community college in Elizabeth City had grown. The Elizabeth City Chamber of Commerce formed a special committee and members became convinced of the need to establish a comprehensive community college. This committee began the work of surveying potential students, planning a facility, developing funding, and selling the idea to area citizens.

By the fall of 1960, Pasquotank County voters -- by a vote of more than two to one -- agreed to pay a special tax of fifteen cents per \$100 evaluation to support a new college. Approval from the State of North Carolina to begin a college and funding from the state legislature soon followed. The official charter was issued on December 16, 1960, making College of The Albemarle the first college chartered by the state under the Community College Act of 1957. At that point, work commenced to initiate opening the institution.

COA opened its doors in a remodeled facility known as the former Albemarle Hospital on Riverside Avenue in Elizabeth City on September 21, 1961. The college served 113 students at the single campus.

Today, COA is one of 58 community colleges in the North Carolina Community College System and serves more than 10,000 students a year through diverse programs that meet the needs of college trans-

fer, career education, retraining, literacy, and personal enrichment students. Students are served at locations throughout the seven county service area and in facilities in Elizabeth City, Manteo, Edenton, and Hertford.

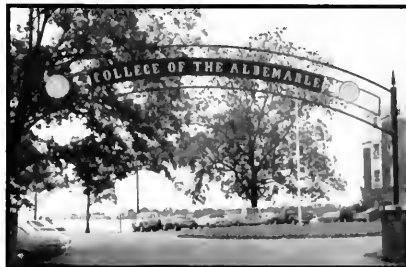
Students taking credit courses may take advantage of various program offerings by obtaining an Associate degree, diploma, or certificate. The college's educational services are broadly categorized into three areas: college transfer programs, career education/occupational programs, and continuing education programs. The Continuing Education Division encompasses activities and classes ranging from adult basic skills education to non-credit general interest courses open to the community.

A nineteen-member Board of Trustees oversees college operations. Members of this group are appointed for four-year terms. Appointments are received from the Governor, Boards of County Commissioners from each county COA serves, and the Elizabeth City-Pasquotank Public Schools Board of Education. The Board of Trustees holds monthly meetings and sub-committees gather prior to regularly scheduled meeting to organize work in the areas of Finance, Policy and Planning, Building and Grounds, and Instructional and Student Development. The college President serves as secretary to the board and a student member of the Student Government Association (SGA) is also invited to serve.

Students at College of The Albemarle find outstanding faculty to serve their needs. COA is the professional home to more than one hundred and eighty full-time faculty and staff members. Faculty and professional staff hold degrees from universities and colleges throughout the country. A listing of individuals employed full-time by the college is available in the College Directory on page 127 of this catalog.

Low in-state tuition rates make college education affordable at College of The Albemarle. For information regarding fees and expenses, please see page 18 of this catalog. Financial assistance in the form of private scholarships and financial aid may be available to students who apply by April 15th each year.

The College of The Albemarle Foundation is a nonprofit charitable corporation chartered in 1980 to receive and manage gifts in support of the educational mission of the college. It provides funds for capital needs, equipment, staff development, program support, and scholarships. A Board of Directors, comprised of 24 business leaders, friends, and alumni, oversees the work of the foundation and makes funding decisions. An Executive Director supports the foundation in its efforts. The foundation can be reached at (252) 335-0821, ext. 2265.



## Elizabeth City Campus

College of The Albemarle's Elizabeth City Campus is a 75-plus-acre site located on highway U.S. 17 north of Elizabeth City. The first building on campus was built in 1972. The "Technical Center," now known as Building C, was Phase I of a two-phase project. Phase II included construction of facilities to house the library, college transfer courses, and administrative offices. The final move to this site from the original COA Campus on Riverside Avenue took place in December of 1980.

Today, the Elizabeth City Campus is comprised of several buildings that provide space for classrooms, laboratories, college bookstore, student center, the Learning Resources Center (library,) computer labs, lecture auditorium, Community Center Auditorium, and administrative and faculty offices.

The COA Community Center Auditorium features 1,000 seats and a state-of-the-art theatre stage. The Auditorium serves as a venue for a number of touring shows throughout the year. Students from COA's Fine Arts Program assist with many of these touring shows as part of their instructional program. Touring shows include play productions, symphonies, mimes, children's shows, touring musical artists, and storytellers. The shows are often free or available at a reduced rate to COA students. Contact the Auditorium Box Office for more information.

The Elizabeth City Campus is also home to the Small Business Center, which serves the college's seven-county region. Seminars, computer classes, customized workshops, learning materials, and one-on-one counseling are available for employees, entrepreneurs, and small business owners.

The campus also features an Information Highway Room located in Building E, which is also referred to as The Technology Center. This modern, 21-seat facility offers two-way videoconferencing through a system called the North Carolina Information Highway. Instructors from throughout the state can deliver lessons via two-way video to students in up to four locations. The Technology Center offers a large conference room that can be divided into three separate areas. This conference room is often used by public groups for meetings.

Building E houses COA's Corporate & Continuing Education Division, which provides non-credit courses, professional training, classes in crafts and hobbies, and options for personal enrichment and growth. Offerings

range from computer courses, to painting and pottery, to Notary Public Training classes.

The newest facility at the campus opened in January 2004. A joint venture with the YMCA of South Hampton Roads, the college's portion of the 57,000 square foot facility has been named for a generous benefactor of the college - Dr. Zack Owens. The Dr. Zack D. Owens

Health Sciences Center houses Allied Health Programs including Associate Degree Nursing, Practical Nursing, Surgical Technology, Nursing Assistant, and Physical Education.

## Dare County Campus

College of The Albemarle's Dare County Campus opened in 1984. COA had offered classes in Dare County since the 1960's in various borrowed facilities, but population growth and student

demand justified the opening of a full-time facility. Today, the main campus is waterside on Roanoke Island and is easily accessible from the North Beaches, Hatteras Island, the mainland, and nearby Currituck.

COA's main Dare County Campus is located on Russell Twiford Road at the intersection of highway U.S. 64 and state road 345 in Manteo. It features a high-tech facility known as the Diane Baum St. Clair Technology Education Center. The Dare Campus Technology Education Center houses computer labs, classroom and office space, and a 62-seat Information Highway Room. The building features decking from which students can enjoy the sun, the water, and the wildlife.

A satellite facility featuring classroom and laboratory space as well as a state-of-the-art pottery studio was opened in 2002. Named the Driftwood Center, the facility is located on Roanoke Island's Driftwood Drive. A state-of-the-art welding lab was opened in fall of 2004 on Water Plant Road in Manteo.



Faculty and staff at the Dare County Campus provide one-on-one counseling and services for students and several programs are taught in their entirety at the campus.

The Dare County Campus' Corporate & Continuing Education Division provides on-going professional training, classes in crafts and hobbies, and many options for personal enrichment and growth. The campus also features a learning lab for Basic Skills Education. The Outer Banks Chamber of Commerce works in partnership with COA's Small Business Center to provide special seminars and training events for area businesses at locations across the Outer Banks. Dozens of offerings are available annually and may be customized by request.

## Edenton-Chowan Campus

College of The Albemarle has grown significantly its offerings in Chowan County over the past 15 years. Started as an Adult Education Center with a mission to improve literacy, the then-named Chowan County Center was made possible through the efforts of *The Chowan Herald*, Edenton-Chowan Chamber of Commerce, Chowan County government, Edenton town government, and North Carolina National Bank (NCNB). According to a report by Howard Kohn II from *The Chowan Herald*, "Chowan County's population at that time was about 13,000 persons, with 54-percent in the category of having less than a high school education and 47-percent of that group were adults who were functionally illiterate and could not fill out a job application," (College of The Albemarle Edenton-Chowan Adult Education Center publication - October 1989).

Offering more than just basic skills instruction in reading, math, GED preparation, and English as a Second Language classes, the Chowan County Center facility at the Edenton Village Shopping Center afforded students and volunteers additional space and made available curriculum courses and a variety of continuing education courses at a single Chowan facility.

In early 2003 Chowan County offered COA space at the former D.F. Walker Elementary School on Oakum Street in Edenton. COA's culinary program moved immediately into the existing cafeteria at the site and a three-year renovation plan was developed. That plan's timeframe immediately shortened after Hurricane Isabel swept through northeastern North Carolina and destroyed the Chowan County Center. Programs were immediately moved to the new space, which was then renamed the Edenton-Chowan Campus. After the Edenton

Village Shopping Center was rebuilt, administrative services for the campus returned to the original site, which was renamed the Edenton-Chowan Campus Administration Building.

Today the Administration Building houses classrooms, offices, a seminar room, and a student lounge, conference room, Basic Skills Lab, CISCO Regional Academy, and is located with the Employment Security Commission/JobLink Career Resource Center. The Edenton-Chowan Campus houses COA's Industrial Training Center.

The Edenton-Chowan Campus is proud to offer several certificate and diploma programs as well as first-year courses toward several degrees.

The division of Corporate & Continuing Education has served the county and its business community through provision of education and training. Workshops and seminars are made available through the Small Business Center and Edenton-Chowan Chamber of Commerce partnership.

The campus continues its strong history of offering Basic Skills programs, Workforce Development, and Continuing Education courses. Corporate and Continuing courses include workforce development training, employability skills training, computer training, and a wide variety of self-interest classes.

## Additional Facilities

Additional college facilities in Elizabeth City include the Extension Center, which is located alongside the Pasquotank River on Riverside Avenue, where sailing classes are offered, and a second Learning Lab center at the Edgewood Center on Parkview Drive (one is available at the Elizabeth City Campus.) The Learning Lab Centers provide instruction in English, math, reading and help with preparing for the GED or Adult High School Diploma. The COA Learning Centers also provide life skills and employability instruction. All instruction and assistance are free of charge.

COA also provides educational opportunities ranging from Basic Skills to diploma programs to inmates at Pasquotank Correctional Institution. The prison is located north of Elizabeth City.





## COA Pride

Self-respect... Dignity... High-minded personal values.  
... Satisfaction taken in your achievements... The fulfillment received from doing your best. This is pride.

Courtesy... Responsibility... Service... Respect for fellow students, faculty, and staff... Taking responsibility for your actions. This is COA Pride.

COA Pride is an agreement among all students, faculty, and staff to sustain an excellent community for learning. We all work together to maintain a safe and clean campus. Each of us contributes to a friendly and helpful atmosphere from which all of us benefit. This includes refraining from using profanity, placing trash in cans, attending every class on time, completing each assignment to the best of our ability, providing assistance to newcomers, participating in activities and services, and enabling each member of our campus community to reach individual and common goals. COA Pride sets a high standard of excellence for all of us.

## Purpose of the College

The purpose of College of The Albemarle is to provide accessible education, training, and retraining for better jobs and better lives in Northeastern North Carolina.

## Mission Statement

In keeping with the mission of the North Carolina Community College System, College of The Albemarle opens the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well being of individuals by providing:

- Education, training, and retraining for the adult workforce in a global economy, including basic skills education, occupational and pre-baccalaureate programs;
- Support for workforce and economic development through services to new, existing, and expanding businesses and industry;
- Cultural enrichment opportunities to communities and individuals which improve the quality of life; and
- An environment that promotes job satisfaction and career development for faculty and staff.

## Institutional Goals

2004-2007

1. To train the workforce for emerging high-skill jobs and a changing global workforce.
2. To serve the lifelong learning needs of diverse populations.
3. To promote quality and flexible programs and services.
4. To procure essential resources for all programs and services.
5. To ensure maximum use of resources (with resources defined as time, people, money, and policy).
6. To maximize technology to improve efficiency and effectiveness.
7. To provide adequate facilities for College of The Albemarle programs and services.
8. To provide a climate that promotes employee growth and satisfaction.

## Statement of Our Values

**We respect the students, clients, and fellow employees whom we serve.**

We believe in the dignity and potential of every person. We appraise others by the depth of their character, appreciating their cultural heritages and their diverse opinions.

**We respect our relationships with one another.**

We trust others and seek to earn their trust by speaking and acting with integrity, dependability, and sincerity. We value teamwork through mutual respect and sharing ideas and decisions.

**We respect the educational process, which we provide.**

We value excellence in instruction. Through the practice of our values, we seek to educate the whole person.

**We respect the community, which we serve.**

We value partnership and service to the communities. We value the resources provided and seek to execute them efficiently and effectively.

# Equal Opportunity Institution

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy to comply with the provisions of the Civil Rights Act of 1964 and other acts banning discrimination because of race, national origin, color, religion, gender, disability, age, or political affiliation with regard to its students, employees, or applicants for admission or employment.

## Accountability

### North Carolina Community College System Performance Standards

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors (CSF) Report. This factor is labeled "Core Indicators of Success," for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System's major public accountability tool. These performance measures and standards were reported and monitored during the 2001-2002 year and replaced both the previous Critical Success Factors standards and the Annual Program Review Standards. Each college is required to publish performance on the 12 measures annually in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted. The following chart lists the twelve measures and standards. Colleges may choose one other performance measure from the list. College of The Albemarle's sixth measure is indicated by the (\*).

## College of The Albemarle Performance Standards Results - 2004 Critical Success Factors

Performance Measure	College of The Albemarle's Results	Met/Not Met
<b>1. Progress of Basic Skills Students</b> Students progressing within level; completing level entered or predetermined goal; completing level and advancing to the next level. <b>STANDARD: 75%</b>	2002-2003 <i>COA had 78% of Basic Skills Students progressing at same level or completing level or moving to higher level</i>	Met
<b>2. Passing Rates for Licensure &amp; Certification Exams</b> Passing rate - First-time Test Takers <b>STANDARD:</b> <b>AGGREGATE INSTITUTIONAL PASSING RATE: 80%</b> <b>EXAM SPECIFIC PASSING RATE: 70%</b>	2002-2003 <i>Aggregate institutional passing rate equals 82% with 1 exam with a pass rate of less than 70%</i>	(SI) Significant Improvement
<b>3. Goal Completion of Program Completers</b> Certificate, diploma, and/or degree students reporting that their primary goal in attending has been met. <b>STANDARD: 95%</b>	2002-2003 <i>99% of completers reported meeting their goal(s).</i>	Met
<b>4. Employment of Graduates</b> Employment rate, adjusted for local unemployment conditions. <b>STANDARD: 95% (adjusted)</b>	2001-2002 <i>99% of graduates were employed within one year of graduating.</i>	Met
<b>5. Performance of College Transfer Students</b> Percent with an overall GPA of 2.0 or higher after one academic year at a UNC institution. <b>STANDARD: 85.9%</b>	2001-2002 <i>89.6% of students who transferred to a UNC institution from COA had a GPA equal or greater than 2.0.</i>	Met
<b>6. Employer Satisfaction with Graduates(*)</b> Employers will report being satisfied with education/training of community college students. <b>STANDARD: 85% (*) COA's 6th measure</b>	2002-2003 <i>96% of surveyed employers were satisfied.</i>	Met
<b>7. Passing Rates of Students in Developmental Courses</b> Students who complete a developmental course will have a grade of C or better for that course. <b>STANDARD: 70%</b>	2002-2003 <i>Students earning a C or better in all developmental courses was 90%</i>	Met
<b>8. Success Rate of Developmental Students in Subsequent College-level Courses as Compared to Non-Developmental Students</b> <b>STANDARD: There will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.</b>	2002-2003 <i>% of developmental students who passed subsequent college level courses was 96%. % of non-developmental students who passed a college level course was 96%.</i>	Met
<b>9. Student Satisfaction of Completers &amp; Non-completers</b> Satisfaction with quality of college programs and services. <b>STANDARD: 90%</b>	2002-2003 <i>97% of completers and non-completers were satisfied.</i>	Met
<b>10. Curriculum Student Retention and Graduation</b> Defined cohort will either graduate or be retained from Fall to Fall. <b>STANDARD: 60%</b>	2002-2003 <i>63% graduated or returned to COA.</i>	Met
<b>11. Client Satisfaction with Customized Training</b> Business/Industry surveyed will report being satisfied with the services provided by the community college. <b>STANDARD: 90%</b>	2002-2003 <i>100% of business/industry surveyed were satisfied with services provided by COA.</i>	Met
<b>12. Program Unduplicated Headcount Enrollment</b> <b>STANDARD: 3-year average annual headcount minimum of 10 students.</b>	2002-2003 <i>Two programs had an average annual enrollment of less than 10 students.</i>	Not Met

# Admission to the College

## Admission of Curriculum Students

College of The Albemarle follows the "open door" admissions policy of the State Board of Community Colleges. This policy provides for the admission of any person who has attained a high school diploma or earned its equivalent (GED). Individuals who do not meet this requirement may enroll in COA's GED or Adult High School Diploma Program for which there is no charge. The college may accept, under certain conditions, applicants who are 18 years or older and are not high school graduates. All applicants admitted under these special conditions will be admitted as special credit, non-degree students and must attain the GED prior to beginning a second semester of work. Students who are still in high school and are at least 16 years of age may enroll as a dual enrolled student. Students who are still in high school, enrolled in the ninth-twelfth grades, may enroll in Huskins Bill classes. It is the policy of College of The Albemarle to encourage all applicants to complete or to be working toward completion of high school or its equivalent before seeking admission to the college.

Prior disciplinary records may be considered when students seek admission or readmission to the college. The college reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

Admission to the college does not imply, however, immediate admission to the applicant's desired program. Admission to a specific program of study is based on guidelines developed to ensure the student's chances of success in the program. These guidelines are strictly followed to prevent loss of student time and effort as a result of unsatisfactory achievement. When evaluations of applicants' test scores and high school records indicate their lack of readiness to enter a specific course, applicants are required to enroll in a Developmental Education course to prepare for enrollment in the desired course.

Applicants must submit a completed application to the Admissions Office for the semester they plan to enroll. Early application is recommended to allow adequate time for processing and satisfying admissions requirements for programs of study.

Admission to most programs is on a "rolling basis," i.e., applicants may enter the program any semester. However, admission is limited to the fall semester for certain programs.

An applicant who has concerns about the admissions process to a specific limited enrollment program should address the problem with the appropriate Program Coordinator or Department Chair. A student who is not satisfied with the resolution at this informal level may submit a letter to the Vice President, Student Development, listing the reason for the concern and an explanation of efforts made to resolve the concern at the informal level. An Ad-hoc Admissions Appeals Committee may convene to resolve the concern.

Applicants who complete an application for admission and are not admitted to the college may appeal the decision by writing a letter to the Vice President, Student Development.

Applicants may appeal the decision of the Vice President, Student Development, to an Ad-hoc Admissions Appeals Committee, whose decision is final.

An applicant's high school education, particularly for the college transfer programs, should emphasize the traditional academic subjects. The recommended high school credits include the following:

English	4 units
Mathematics	3 units
History & Social Studies	3 units
Social Studies	3 units
Science	3 units
Physical Education	1 unit
Electives	6 units

Applications for admission are available by calling the Admissions Office at (252) 335-0821, ext. 2290, or online at [www.albemarle.edu](http://www.albemarle.edu).

## Admission Requirements for Associate Degree, Diploma, Certificate, or Special Credit, Non-Degree Program Applicants (New or Transfer Students)

Applicants pursuing an associate degree, diploma, or certificate are required to meet the requirements listed below:

1. Be a graduate from an accredited high school or have the equivalent (GED).
2. Submit a completed application for admission to the Admissions Office. Students may download an application for admissions from our website ([www.albemarle.edu](http://www.albemarle.edu)). Students may also call our Admissions Office for an application (252) 335-0821, ext. 2290.
3. Request that an official high school transcript or GED score and official transcripts from all colleges previously attended be mailed directly to the Admissions Office or hand delivered in a sealed envelope. Applicants may register for classes their first semester with incomplete admissions files. After their initial semester of enrollment, students with incomplete admissions files may not register for a subsequent semester until their files are complete. If a school or college has been closed, a good faith effort to obtain an official transcript must be proven.
4. Take the college's Placement Assessment as scheduled by the Admissions Office. This may be waived upon receipt of acceptable SAT or ACT scores, or transferable credit for ENG 111 and the math required for the program (see Placement Waiver Policy.). Placement Testing is not required for selected courses including all DAN courses (except DAN 110), EDU 111, EDU 112, selected MUS courses, OST 080, all PED activity courses, and all WLD courses.

All applicants should discuss their program of study, assess-

ment scores, and course placement with a faculty advisor or student development advisor.

## Limited Enrollment Admissions

Most programs follow the open-door admissions policy. However, some limited enrollment programs have more applicants than resources, such as facilities and faculty. Because of a limited number of spaces in these programs, students must meet additional admissions criteria and may be ranked as a process for admission to the program. Limited enrollment programs include the following: Associate Degree Nursing, Basic Law Enforcement, Cosmetology, Licensed Practical Nursing, Medical Assistant, and Surgical Technology.

Applicants to limited enrollment programs should contact the Admissions Office when submitting an application for admission. Many limited enrollment programs have different application deadlines and admission requirements, which are subject to change. Limited enrollment programs require applicants to remove any existing academic deficiencies before being considered for the program.

Applicants to the Basic Law Enforcement Training Program should contact the director of this program to learn of specific requirements.

Limited enrollment programs generally begin once a year. Applicants should check with the Admissions Office for specific starting dates and application deadlines.

While limited enrollment programs begin only at specific times during the year, an applicant may meet with an advisor prior to the starting date of the program to enroll in the general education courses outlined in the specific program of study.

## Transfer Students

Upon receipt of official transcripts from all colleges previously attended, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. College of The Albemarle's policy for accepting transfer credit may differ from other colleges or universities. Those students who transfer to COA and then transfer to another school should check the transfer policy of the school to which they transfer.

Credit is given for a "C" or better on courses completed at institutions accredited by regional agencies if the course work is required for the student's degree.

Additionally, College of The Albemarle will accept transfer courses from other regionally accredited colleges and universities, if the courses meet the intent of the specific program requirements for which they are intended, after approval by the appropriate Faculty Department Chair and Vice President, Instruction, using the College of The Albemarle Course Substitution Form.

Credit for courses which are completed at regionally non-accredited institutions may be granted by College of The Albemarle on a course-by-course basis providing that the following are met:

1. The originating institution be accredited by an accrediting agency for institutions of that type.

2. Instructors in courses to be transferred meet the same minimum qualifications as required for instructors in institutions in regionally accrediting associations.
3. Courses to be transferred parallel courses offered by College of The Albemarle.
4. Courses meet the same rigorous standards as courses at regionally accredited institutions.
5. A grade of "C" or better has been attained in each of the courses for which credit is being sought.

International students are required to have an approved agency to evaluate transcripts from other countries.

Although there is no limit to the number of transfer credits accepted by the college, 25 percent of the credit hours completed for a degree must be completed at College of The Albemarle. Grades earned at, and transferred from, other colleges will not be used to determine cumulative grade point averages or honors for graduation from College of The Albemarle. Students who are not academically eligible to return to the institution they last attended may be admitted to College of The Albemarle.

## Admission of Continuing Education Students

Any adult 18 years of age or older who is not enrolled in school may be admitted to a Continuing Education course. In some circumstances, with the approval of the appropriate school officials, a school dropout between 16 and 18 years of age may enroll in certain courses.

Prior disciplinary records may be considered when students seek admission or readmission to the college. The college reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

## Admission of Minors (23 NCAC 2C.0305)

### A. High School Dropouts

A minor, 16 or 17 years of age, may be considered a student with special needs and may be admitted to an appropriate Basic Skills or Continuing Education program at the college subject to the following conditions: (1) the local public and private school system determines that such admission is the best educational option for the student, and (2) the admission of the student is approved through the college's Basic Skills or Continuing Education programs.

The college may, at its discretion, refuse to enroll a minor or may enroll a minor under Conditional Status, for any of the following reasons:

1. Suspension or expulsion from school.
2. History of violent behavior.
3. History of possession or use of illegal drugs.
4. Other behaviors deemed not appropriate for an adult educational setting.

The approval of the local school system referred to above may be waived if the student has been out of school at least six months and his or her application is supported by a notarized petition of a parent, legal guardian, or other person or

agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and petitioner's legal relationship to the student.

### **B. GED Programs**

Regulations of the State Board of Community Colleges will be followed in administering the General Educational Development (GED) Program.

### **C. High School Students**

High School students, who are at least 16 years of age and enrolled in high school, may be admitted to appropriate courses, concurrently under the following conditions: (1) the local board of education has approved a dual enrollment policy for high school students, (2) the student's program of study is approved by the high school principal or designee and the President or designee, and (3) the high school principal certifies that the student is taking the equivalent of one half of a full-time schedule and is making appropriate progress toward graduation.

High school students taking credit courses at the college shall earn regular college credit. Dual enrolled students may enroll for up to 9 credit hours during their first semester. High school students may not displace adults but may be admitted to courses on a space-available basis. Once admitted, they shall be treated the same as all other students. The college shall not offer regular high school courses to high school students. High school students 18 years old or older may take courses at the college without approval of the local school system. These students must pay tuition, fees, and book costs. They must meet all prerequisites and may be limited to enroll in selected coursework.

Tuition is not charged to high school students taking courses at the college through cooperative agreements with area high schools or through dual enrollment provisions. High school students who take curriculum and/or continuing education courses at the college and do not do so through cooperative agreements or dual enrollment provisions are required to pay tuition and fees.

## **International Students**

A foreign student planning to attend college in the United States needs to consider specific regulations regarding admissions. If the student is not a legal resident or alien resident of the United States and would like to attend College of The Albemarle, the student must apply for an F-1 student visa. To apply for a student visa, the student must first request a Citizenship and Immigration Service form I-20 from the college's Student Development Office.

International students who are legal residents with permanent visas (alien registration card holders) are admitted to College of The Albemarle in the same manner as native citizens of the United States. Undocumented aliens are admitted to the college and must pay out-of-state tuition.

The regular application for admission to the college must be submitted along with copies of official academic records from all high schools and universities attended, which must include dates of entry, termination, and name of certificate or diploma received. These records must be translated to English and certified as true copies by an official of the institution in which the student was or is enrolled. Foreign stu-

dents should contact the Admissions Office for information concerning this process.

The TOEFL Exam may be used to admit students who are overseas to COA. Each international student must take all required placement tests. International students who have limited English language proficiency are recommended to enroll in English as a Second Language (ESL) class and take classes at the college designed to help communication skills. Developmental reading and writing classes may help improve the reading and writing skills of international students.

A statement is required regarding the applicant's financial resources indicating how they intend to pay for their expenses while enrolled at COA. This statement must be accompanied by a current bank statement indicating that they or their sponsor(s) have in excess of \$11,500 in U.S. dollars. International students who have F-1 status must pay the current out-of-state tuition rate.

College of The Albemarle may award an International Student a Citizenship and Immigration Service (CIS) Form I-20 after they have submitted an application for admission, high school and college transcripts, demonstrated English proficiency, submitted a statement of financial support, and a current bank statement with the above-mentioned amount.

## **Readmission**

Any applicant who is unable to register for classes can reactivate his/her admission application for readmission at any subsequent semester, within one year from the semester he/she planned to attend.

Any student who withdraws from the college for any reason other than academic or administrative can reactivate his/her admission application for readmission at a subsequent semester. After five years, a withdrawn student's admission file (application, assessment scores, transcripts, etc.) is discarded, except for the college's transcript.

## **Academic Placement Assessment**

Upon receipt of the application for admission, the Admissions Office will schedule the applicant for an Academic Placement Assessment, if necessary. The Academic Placement Assessment is designed to assess an applicant's basic skills in reading, writing, and mathematics. Students who score below the designated cut-off scores on the English, math, or reading assessments will be enrolled in Developmental Education courses. Students must successfully complete this course work prior to enrolling in specific courses or programs. Academic Placement Assessment is not required for selected courses including: DAN courses (except DAN 110), EDU 111, EDU 112, selected MUS courses, OST 080, all PED activity courses, and all WLD courses. Re-assessment is allowed one time for a \$5 fee. Re-assessment is also allowed after the successful completion of each developmental course for a \$5 fee. Further re-assessment is allowed with approval from the Director, Admissions and Testing. Students needing special accommodations for assessment should contact the Admissions Office. The Admissions Office has a schedule of assessment times and dates.

## Placement Assessment Waiver

Assessment for placement may be waived under one of the following conditions:

1. Acceptable SAT or ACT scores from assessments taken within five years prior to the date of the application. A math SAT score will not waive the requirement to complete the math placement test.
2. Transferable credit from an accredited college for English and the math requirement for the program of study documented by an official college transcript mailed directly to the Admissions Office.
3. Special credit, non-degree seeking students enrolling in courses which do not require academic placement assessment.
4. Receipt of ASSET/COMPASS scores from another institution.

Assessments will not be waived for Associate Degree Nursing, LPN-ADN Option, Practical Nursing, BLET, Emergency Medical Science, Medical Assistant, Surgical Technology, and Cosmetology programs.

## College Board Advanced Placement Tests

The college recognizes satisfactory scores on the Advanced Placement (AP) tests for course placement and degree credit. Students taking AP tests should have score reports sent directly to the Admissions Office. Upon receipt of official Advanced Placement score reports, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. Questions concerning score requirements and credit should be directed to the Registrar.

## Advanced Placement/Credit By Articulation for High School Coursework

The college offers credit by articulation in specific courses to students who have satisfactorily completed equivalent high school courses. Students desiring to exempt college-level entry courses should request such action through the college's Registrar or the high school counselor. Conditions and procedures for granting credit by articulation are as follows:

1. The student must enroll in a curriculum program within two years after high school graduation.
2. High school courses for which articulation credit is granted must have been completed with a grade of "B" or better.
3. Students must have a raw score of 80 or higher on the standardized VOCATS post-assessment.
4. Students who receive advanced placement will not be required to register or to pay tuition for courses for which articulated credit is received.
5. The Registrar will post the advanced placement on the student's COA transcript. Credit hours posted on the transcript and applied toward graduation requirements will not be used in calculating the student's grade point average.

## Credit for Military Schools

The college grants credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. Recommended credit must be consistent with the requirements and objectives of a curriculum in order to be granted. Students wishing to have military school records evaluated for credit should contact the Registrar to determine the military document required. Upon receipt of the document, the Registrar will evaluate schools completed and apply appropriate credit toward the program being pursued at College of The Albemarle.

## Orientation for New and Transfer Students

The orientation program is designed to introduce students to their new environment and to acquaint them with the policies and regulations of the college. Workshops, lectures, and information sessions are held to assist students in adjusting to college life.

## Student Identification Cards

The College began issuing new Student Identification Cards (ID) in the Fall Semester 2004. These cards are issued to curriculum and basic skill students. The ID cards have two different colors to identify curriculum students and basic skill students. A red background identifies curriculum students and a yellow background identifies basic skills students. Students enrolled in Continuing Education classes are not required to be issued an ID card but may be issued one upon request. The Business and Finance Office will be responsible for the ID cards and associated equipment.

The card has several purposes:

- a. It serves as an identification card. Students are required to have their ID cards in their possession while on campus but are not required to display their cards. If students are exhibiting suspicious behavior or violating any of the student responsibilities in the Student Handbook or "Student Rights, Regulation and Responsibilities" they may be required to show their ID card to staff, faculty, security or the police. These responsibilities include, but are not limited to being appropriately attired, not using profanity, not blocking an entrance or exit to a college building, displaying loud or unruly behavior, using banned drugs, unlawful harassment, using skateboards, or using alcohol. If a student does not have an ID card they will be asked to leave the campus. If a student refuses to leave, the police will be notified and the student charged with trespassing.
- b. It serves as the library card. The back of the card is bar-coded so that it will work as an individual's library card.
- c. It serves to notify places of business that the individual is a student or employee at COA. Organizations often offer discounts to COA students and this can serve as identification.

Individuals will be responsible for replacing cards that are lost, stolen, damaged or broken. There is a nominal replacement fee charged to the student. ID cards will contain expiration dates that coincide with the end of the semester or education period length.

# Tuition, Fees and Expenses

Students who enroll in curriculum classes are subject to tuition and fee rates listed below. All tuition and fees are due and payable at the time of registration unless otherwise noted. Student tuition and fees included herein are correct as of July 2005 and are subject to change.

## **Tuition for In-state Residents**

\$38.00 per semester hour.

## **Tuition for Out-of-state Residents**

\$211.00 per semester hour.

## **Student Activity Fee for 12 or more semester hours**

Per Semester - \$17.00

## **Student Activity Fee for 1-11 semester hours**

Per Semester - \$7.50

## **Computer Use and Technology Fee**

Per Semester - \$16.00

## **Parking Fee**

Per Semester - \$2.00

## **Specific Course Fees**

Nominal fees are charged for certain courses. The maximum total amount that any student will be charged is \$30.00 per semester.

## **Physical Education Activity Course Fees**

PED 139/140 Bowling/Intermediate Bowling. A nominal lane fee is charged for each game.

PED 128/129 Beginning/Intermediate Golf. A nominal greens fee is charged for each game played at local golf courses.

## **Books and Supplies**

The cost of books and supplies varies according to the course of study and could total \$500.00 per semester.

## **Graduation Fee**

Candidates for graduation will be charged a fee to cover costs of the diploma, announcements, and cap and gown purchase. This fee is non-refundable.

## **Resident Status for Tuition Payment**

North Carolina law G.S. 116-143.1 on this subject states the following:

To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.

To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month

qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.

When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.

Regulations concerning classifying students by residence for tuition purposes are set forth in detail in A Manual to Assist the Public Higher Educational Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. The manual is available on request in the office of the Vice President, Student Development, and in the Learning Resources Center.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Admissions Director is responsible for evaluating these responses and initially classifying students accordingly. In questions concerning residence status and appeals of initial residence classifications, students are advised to consult the Vice President, Student Development.

Military personnel stationed and living in North Carolina and their dependents are eligible for in-state tuition after proper documentation is received.

## **Insurance**

College of The Albemarle assumes no responsibility for student injuries or losses. An opportunity will be provided at the time of registration for all students to obtain accident insurance. The college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses purchase accident insurance.

All students enrolling in Associate Degree Nursing, Practical Nursing, and Nursing Assistant programs are required to have malpractice insurance. Such insurance may be purchased through the college's Business Office.

All persons who enroll in any COA program in which they



could be exposed to blood borne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (See program coordinator for additional information.)

Colleges shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.

## **Tuition Refund Policy**

A refund shall not be made except under the following circumstances:

- a. A 100-percent refund of tuition and fees shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100-percent refund of tuition and fees if the class in which the student is officially registered is canceled due to insufficient enrollment.
- b. A 75-percent refund of tuition and fees shall be made if the student officially withdraws from the class(es) prior to or on the official 10-percent point of the semester.
- c. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100-percent refund of tuition and fees shall be made if the student officially withdraws from the class prior to the first class meeting. A 75-percent refund of tuition and fees shall be made if the student officially withdraws from the class prior to or on the 10-percent point of the class.
- d. A 100-percent refund shall be made if the student officially withdraws from a contact-hour class prior to the first day of class of the academic semester or term or if the college cancels the class. A 75-percent refund shall be made if the student officially withdraws from a contact-hour class on or before the tenth calendar day of the class.

To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.

In the event that a student, having paid the required tuition for a semester, dies during the semester (prior to or on the last day of examinations), all tuition and fees for the semester may be refunded to the estate of the deceased.

For a class(es) for which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt appropriate local refund policies.

Withdrawal forms are available in the Student Development Office. Reasons for withdrawal will be considered unavoidable when circumstances beyond the student's control affect the student's life and livelihood to such an extent that continued enrollment is impossible. Matters of personal convenience or preference are not considered unavoidable reasons.

### **Military Tuition and Fees Refund**

Colleges shall grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and

# Financial Aid

The philosophy at College of The Albemarle is that any individual who wishes to attend the institution should not be deprived of this privilege because of a lack of financial resources. Although the primary responsibility for financing an education remains with students and their families, College of The Albemarle participates in programs designed to supplement the family contribution when there is documented student financial need.

Financial aid consists of grants, short-term loans, scholarships, campus employment, or any combination of these as determined by the policies of the Scholarships and Student Aid Office and the U.S. Department of Education. Policies and procedures for awarding Student Aid are subject to change to meet new federal regulations. Students are required to meet satisfactory academic progress requirements in order to qualify for Federal Student Aid. Fresh Start and course repeat policies do not exempt students from meeting satisfactory academic progress based upon all academic work attempted. To receive financial aid, students must demonstrate need and maintain good academic standing.

## Application Procedure

To apply for financial assistance, students should complete the following forms which may be obtained from the Scholarships and Student Aid Office:

### 1. Free Application for Federal Student Aid (FAFSA)

In completing the FAFSA, the student and family should provide information from their federal income tax forms for the preceding calendar year. The form should be completed as soon as possible after January 1 and submitted in one of the following ways:

Students may complete the FAFSA via the Internet at <http://www.fafsa.ed.gov>

Students may submit the FAFSA by mailing it to the Federal Processor.

The college will receive a copy of the results of the processed report electronically.

When students complete the FAFSA, they automatically apply for the following:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Work-Study (FWS)

N.C. Student Incentive Grant (NCSIG)

### 2. COA Private Scholarship Applications

The college offers more than 100 scholarships to eligible students. Requirements for scholarships vary; however, the primary concerns are financial need, scholastic ability, specified program of study, residence status, and participation in community activities. The scholarship application must be completed by the required deadline and submitted to the Scholarships and Student Aid Office.

## Deadlines

The Free Application for Federal Student Aid (FAFSA) must be completed and received at its destination before the dates listed below to be considered for certain awards:

(FAFSA) N.C. Student Incentive Grant March 15\*

(FAFSA) Federal Supplemental Educational Opportunity Grant March 15\*

COA Scholarship Application February 15\*

*\*Deadlines are subject to change.*

## Federal and State Funds Available

Below are brief descriptions of federal and state financial aid programs available to COA students.

### Federal Pell Grant Program

Federal Pell Grants are awards which assist undergraduates in paying for their education after they complete high school or earn a GED. The Federal Pell Grant program is the largest federal student aid program. For many students, these grants provide a "foundation" to which other federal and non-federal assistance may be added. Unlike loans, grants do not have to be paid back unless a student does not complete the term of enrollment.

### Federal Supplemental Educational Opportunity Grant (FSEOG) Program

Students who receive the Federal Pell Grant may be eligible for the Federal Supplemental Educational Opportunity Grant. This federal program does not require employment or repayment, unless a student does not complete the term of enrollment. The amount of the grant is based on students' financial needs and the minimum award is \$100. To be considered for FSEOG, students' financial aid files should be completed by March 15.

### Federal Work-Study (FWS) Program

The Federal Work-Study Program provides jobs for eligible students to earn money to help pay college expenses while attending classes at least part-time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college.

### North Carolina Nurse Scholarship Program (NESLP)

NESLP was created to work in combination with existing financial aid resources to encourage enrollment and retention of qualified nurse education students. Funds for NESLP are allocated by the N.C. General Assembly among colleges and universities which offer nurse education programs. NESLP awards are available for licensed practical nurse (LPN) and registered nurse (RN) education. Applicants must complete the Free Application for Federal Student Aid no later than June to be considered for NESLP.

### North Carolina Nurse Scholars Program (NSP)

NSP was established to provide college scholarships for outstanding high school graduates and other persons interested in higher education to become a registered nurse (RN).

The program also makes awards to LPN's seeking to become RN's. These scholarships are based upon academic merit. Financial need is not a selection criterion. The application must be completed no later than May 1. Please note that the deadline is subject to change.

#### **North Carolina Student Incentive Grant (NCSIG) Program**

Administered by College Foundation, Inc., this grant is provided (as funds are available) to students who are legal residents of North Carolina accepted for enrollment or enrolled full-time in good standing in an undergraduate program of study in an eligible college, university, community college, technical or vocational school in North Carolina. Students must demonstrate financial need as determined by submitting the Free Application for Student Aid. March 15 is the deadline for requesting the NCSIG.

#### **North Carolina Community College Grant Program**

For students to be eligible for need-based aid under this program, applicants must meet the following criteria: (1) be admitted to an eligible program of study; (2) have applied for federal Pell Grant funds; (3) meet academic requirements to maintain Pell Grant eligibility; and (4) other criteria as required by program.

#### **North Carolina Community College Loan Program and College of The Albemarle Short-Term Loan Program**

This program provides short-term loans to students who need assistance with the costs of tuition/fees/books. Loans must be repaid prior to the end of the term in which the loan was received.

### **Award Procedures**

The amount of aid for which students may be eligible is determined by the Scholarships and Student Aid staff and is based upon the information reported by the student.

Students applying only for a Federal Pell Grant will be notified of the award soon after the Student Aid Report and all other applicable information has been received by the Office of Scholarships and Student Aid in the following circumstances:

1. The college has received its official allocation from the U.S. Department of Education; and
2. The payment schedule, from which the amount of the award is determined, has been published by the U.S. Department of Education.

In the event the college has not received its official allocation or the payment schedule has not been published by the time the Student Aid Report is submitted to the Office of Scholarships and Student Aid, students will be notified soon after the allocation and payment schedule are received.

### **Eligibility Requirements**

Financial aid is awarded primarily on the basis of need. In addition, financial assistance depends on the availability of financial resources. To be considered for financial aid, applicants must meet the following criteria:

1. Be enrolled or accepted for enrollment in an eligible program at College of The Albemarle on at least a half-time basis (In some cases, a student may receive financial aid for less than half-time enrollment.);
2. Be a citizen or an eligible non-citizen of the United States with a valid Social Security Number;
3. Be an undergraduate student who has not previously received a bachelor's degree;
4. Demonstrate financial need;
5. Have a high school diploma or GED certificate;
6. Be making satisfactory progress in the course of study being pursued; and
7. Not be in default on a Federal Perkins Loan (formerly NDSL) or a Stafford Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution.

If students qualify for financial aid, they will receive an award letter. Students should review the award carefully. If the aid does not meet the students' needs, they should make an appointment with the Director, Scholarships and Student Aid, for consultation.

### **Payment Schedule**

Students who have received their financial aid award letters prior to registration and who register during the early registration dates may have their tuition and fees deducted from their financial aid if the amount of financial aid is sufficient to cover tuition and fees. Students' files must be complete before award letters are issued. See Scholarships and Student Aid Office for payment schedule, which is published for each award year.

### **Satisfactory Academic Progress Requirements to Maintain Financial Assistance**

To receive Title IV financial aid funds, students must meet the Department of Education's statutory requirements of satisfactory progress. The policy includes a qualitative measure of the student's progress, such as a grade point average. The policy must also include a quantitative measure to evaluate the student's progress in a program. To quantify academic progress, the policy must set a maximum time-frame in which a student is expected to complete a program. **IMPORTANT:** All periods of enrollment must be included when determining satisfactory academic progress requirements. Even periods in which the student did not receive financial aid funds must be counted. Transfer credit hours must be counted as well.

Students' academic transcripts will be reviewed for satisfactory progress at a minimum of once per year to determine if they are maintaining requirements set forth in this policy. Grades A, B, C, D, F will be counted in the Financial Aid GPA calculation; withdrawals from classes carry no point value but are computed as part of the Financial Aid GPA (hours attempted). Courses which are assigned an incom-

plete grade are included in the cumulative credits attempted. These cannot be used as credits earned in the progress standard until a grade is assigned. During any semester in which a student receives Title IV funds and then decides to audit or receives credit by examination, that student may be liable to repay those funds.

In order to receive Title IV funds, students must be in an eligible program and enrolled in courses that are required for their program. **IMPORTANT:** To avoid penalties, students are advised to seek guidance from the Office of Scholarships and Student Aid prior to withdrawing from any class(es). Withdrawing from a class may affect Federal Student Aid eligibility for future terms of enrollment.

### Grade Point Average Requirements

To be eligible or to continue to receive student financial aid, students must have a cumulative GPA according to the total number of hours for which they have attempted as indicated below:

Semester Hours Attempted	Minimum GPA
0-12	1.25
13-24	1.50
25-39	1.75
40 & above	2.0

The student is required to maintain a financial aid semester GPA of 2.0 by midpoint of the program.

**Example 1:** At the end of the fall term, Sally's cumulative grade point average is a 1.5 after attempting 17 credit hours. For the spring term, she can still receive financial aid; however, she will be on financial aid probation because her GPA is below a 2.0.

### Minimum Credit Hour Completion Requirements to Maintain Eligibility

Students receiving federal financial aid must pass and complete 67 percent of all courses attempted, including developmental studies, to maintain eligibility.

**Example 1:** Sally, a first time student in a technical program, wants to know how dropping two classes (6 credits) will affect her financial aid. She initially enrolled for 12 credit hours, for the fall term. Dropping 6 credit hours will mean that her completion rate will be no better than 50 percent. Since she must maintain an overall completion rate of 67 percent, she will be on probation the spring term. If her completion rate does not equal or exceed 67 percent prior to returning the following fall term, her financial aid will be terminated.

### Length of Eligibility

Federal regulations require completion of a program of study within 150 percent of the published length of an academic program. College of The Albemarle measures this time frame by credit hours. To find the maximum time frame for any given program of study, the required number of credit hours necessary to successfully complete the program is multiplied by 150 percent. All courses attempted, completed (all grades, including F, W, and I) and transferred count toward the maximum time frame limit. Additionally, courses taken in a different program of study and courses for which no financial aid was received will count toward this time frame.

**Example 1:** Sally wants to calculate the maximum time frame for the Associate in Arts Degree program. The total semester

hours required for this degree is 65. Multiply 65 by 150 percent equals 97.50 (Rounded to 98). Sally can receive financial aid until she has attempted 98 credit hours as long as she maintains all other requirements of satisfactory academic progress.

**Example 2:** Sally wants to calculate how close she is to the maximum time frame. Her program of study as Associate in Arts limits her to 98 hours. Sally is a second-year student having already attempted 36 credit hours; however, she changed her program of study from Business Administration where she attempted 28 hours. Combining both her current program's hours with her prior program arrives at the total which is used to determine her remaining hours ( $98 - 36 - 28 = 34$ ). Sally can receive financial aid for 34 more credit hours.

Students who complete the graduation requirements for a degree, diploma, or certificate program and re-enroll to pursue a second degree may request from the Director of Scholarships and Student Aid an extension of the time limitation covering only that period of time actually necessary to complete the second degree.

Students who successfully complete the semester hour, course, and GPA requirements for graduation with a degree, diploma, or certificate and who re-enroll for courses that are not required by a second degree shall be terminated from financial aid eligibility even though they may not have formally applied for graduation.

### Developmental Classes

Students accepted into and enrolled in eligible programs of study may receive financial aid while taking required developmental classes. Such students may attempt up to 30 semester hours. Students must pass and complete 67 percent of all developmental classes attempted.

## Financial Aid Probation/Suspension

1. Students who fall below 2.0 and/or do not complete the required number of credit hours during any semester will be placed on financial aid probation within the same academic year.
2. Students who are on financial aid probation and who fail to meet the minimum requirements for that semester or year are placed on financial aid suspension. Financial aid suspension terminates students from continuing eligibility unless or until their appeal, if any, is upheld or until they meet the requirements for reinstatement.
3. Students will be provided written notification of probation status or suspension of eligibility; however, it is the student's responsibility to track his/her progress.

### Appeal Process

1. Students may appeal their suspension/termination of eligibility for financial aid only for "extraordinary circumstances."
2. Appeals must be in writing and accompanied by appropriate documentation. A student may appeal due to an emergency condition (e.g., health, family, catastrophe, etc.). Note that lack of academic progress itself and/or lack of financial aid are not mitigating circumstances.

3. Written appeals will be presented to the Director of Scholarships and Student Aid. The Financial Aid Staff will consider the appeal and render a decision, which will be conveyed in writing to the student within two weeks of the student's appeal.
4. In the event that an appeal is approved, students will be placed on financial aid probation for the following term of enrollment, and must complete a minimum of 67 percent of courses attempted with a 2.0 grade point average for each term thereafter. No more than two appeals will be considered.
5. In the event that an appeal is denied, the student may request a review of the information by the Financial Aid Appeals Committee.

#### Procedures for Reinstatement

1. Students who have their financial aid eligibility suspended/terminated may be reinstated in one of the two following ways:
  - a. By the appeals process.
  - b. By enrolling at the college without the benefit of financial aid and meeting minimum GPA requirements. The student must notify the Office of Scholarships and Student Aid to request review and reinstatement.
2. Retroactive payments of financial aid for semesters when students were on suspension are prohibited.

#### Withdrawals: Return of Federal Financial Aid Funds Policy

The Office of Scholarships and Student Aid is required by the U.S. Department of Education to calculate the Return of Title IV Funds for students who withdraw, drop out, or who are dismissed prior to completing a term of enrollment in which the student received federal financial aid. If a recipient of federal financial aid withdraws from the college after beginning attendance, the amount of federal financial aid assistance earned by the student must be determined. The withdrawal date is used to determine the percentage of Title IV aid earned. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. When a return of Title IV funds is due, the school and the student both have a responsibility for returning funds. The student receives a letter from the Office of Scholarships and Student Aid concerning their obligation to return funds to the college and to the Title IV fund from which the disbursement was made. Students who owe overpayments to a federal fund as a result of withdrawing will be reported to the U.S. Department of Education after a 45-day repayment period and referred to the Department of Education's Student Credit Management Collections (ED Collections). Students who owe a repayment to the college will be reported to the North Carolina Department of Revenue for tax offset after a 90-day repayment period. Collections costs may be added.

#### Tax Reform Act

The Tax Reform Act of 1986 has defined certain portions of financial aid as taxable income to the recipient. The amounts that are protected from taxation are only the amounts expended for tuition, fees, books, and supplies and equipment required by the college. Any portion of financial assistance which is used for room, board, and other personal expenses is now included in income subject to federal income tax. This is to alert you to the provisions of the tax law noted above. You must save receipts to support claims of untaxable financial aid funds received. You should review your situation carefully when preparing your personal federal tax return. College of The Albemarle does not offer tax advice.

#### Financial Aid Standards

1. No aid will be awarded for repeating a course for which credit already has been awarded, unless curriculum standards require that the course be repeated or by the advice of the student's advisor and with the approval of the Vice President for Student Development and Dean of Students.
2. If at any time a student becomes ineligible for a scholarship, the funds will be awarded to the next eligible student.
3. In the event that a class is canceled, students may owe a refund to the appropriate federal program.
4. College of The Albemarle's Fresh Start Policy will not apply to students receiving financial assistance per regulations provided by the U.S. Department of Education.
5. Students who are awarded funds may register during approved times and charge tuition, fees, books, and supplies up to a specified amount.
6. Students who charge books and/or supplies and do not attend classes **must repay** the charges.
7. Payments will be based on the number of credit hours for which the student is enrolled and that can be verified by the Attendance Verification Form at the time payment is made.
8. Before checks are disbursed, students must verify their enrollment status by submitting an Attendance Verification Form signed by instructors to the Scholarships and Student Aid Office.
9. Students enrolled in a one-year program of study will have their satisfactory academic progress monitored in its entirety at the end of the fall or spring term. Summer eligibility will be determined based upon progress completed at the end of the spring semester.
10. Students must inform the Office of Scholarships and Student Aid of any additional resources, including all outside awards that become available to them from any source, during the period that they are receiving aid from the College and report any change in the family's circumstances which could affect the resources available to a student. Should a student's eligibility change during the period covered by the aid, the financial aid will be adjusted accordingly or the student may need to repay all or a portion of the funds received.

11. Generally, financial assistance is awarded for an academic year (a nine-month period). Students should plan their finances accordingly and may need to secure funding for the summer semester.
12. Final approval of eligibility will be determined upon receipt of the Spring & Summer Session academic transcripts in the Office of Scholarships and Student Aid. Students will only be notified in the event that they are not considered to be eligible based upon the evaluation of Spring & Summer Session transcripts. Transcripts will be evaluated for grade point average, hours attempted, hours completed, time limitation, and eligible program of study.
13. All funds listed on the Award Letter are contingent upon receipt of funding from the U.S. Department of Education or other sources and may be adjusted or denied at any time.
14. Generally, students do not have to be registered for full-time status to be eligible to receive funds. Students should contact the Scholarships and Student Aid Office for specific eligibility requirements. Requirements vary for each source of funding. Twelve semester hours is considered full-time status for enrollment purposes.
15. Generally, students receiving scholarships must maintain full-time enrollment. There are a few exceptions to this requirement. Students must contact the Scholarships and Student Aid Office for individual scholarship requirements.

The Office of Scholarships and Student Aid reserves the right to amend this policy at any time as necessary.

# Scholarships

## Private Scholarships

College of The Albemarle offers more than 100 private scholarships each year ranging from \$50 to \$1,500 each and totaling more than \$150,000 awarded annually. To apply for scholarships, students may obtain application forms from the College's Website. Application forms indicating the scholarships for which students are eligible must be returned by the deadline. Incomplete applications will not be considered. Most scholarships are awarded during the spring months, and the first award payments are made during the following fall semester. See the Office of Scholarships and Student Aid for the deadline. Listed below are the scholarships available, as of the publication of this catalog, to eligible applicants:

## Named Endowed Scholarships

### Robert D. and Patricia Aldridge Endowed Scholarship

The wills of Mr. and Mrs. Aldridge established the scholarship in 2004.

### Cyrus and Elton Aydtlett Endowed Scholarship

Established by the estate of Augusta W. Aydtlett. This scholarship is awarded to full-time students with financial need who maintain an overall GPA of 3.0 on a 4.0 scale.

### Anna W. and Clifford E. Bair Scholarship

Established in 1982 by the Board of Trustees in honor of former faculty members Anna and Clifford Bair. Scholarships are awarded in piano, voice, and organ.

### BB&T/ J. Carroll Abbott Scholarship

Established in 1992 by BB&T to honor J. Carroll Abbott. This scholarship is for an academically capable student demonstrating financial need.

### BB&T/ G. R. Little Scholarship

Established in 1992 by BB&T to honor G. R. Little. This scholarship is for an academically capable student demonstrating financial need.

### BB&T/ Swindell Lowery Scholarship

Established in 1992 by BB&T to honor Swindell Lowery. This scholarship is for an academically capable student demonstrating financial need.

### BB&T/ Willis Owens Scholarship

Established in 1992 by BB&T to honor Willis Owens. This scholarship is for an academically capable student demonstrating financial need.

### Alma & Chester Biggs Memorial Scholarship

Established by Mr. and Mrs. Bruce Biggs as a memorial to Mr. Biggs' parents, Alma and Chester Biggs. This scholarship is need based.

### Mr. & Mrs. Charles Camden Blades and Dr. & Mrs. Julian W. Selig, Sr. Memorial Scholarship

Established in 1988, this scholarship is for students enrolled in any academic program at COA.

### Melvin W. Bright Endowed Scholarship

Established in 1990 by Melvin W. Bright. This scholarship is for students with financial need who are residents of Pasquotank County.

### **Mildred Russell Bright Endowed Scholarship**

Established in 1997 as a gift from the estate of Mildred Russell Bright. This scholarship shall be awarded annually to needy students of Pasquotank County.

### **Childers Nursing Endowed Scholarship**

Established in 1988 by gifts from John and Beth Childers. This scholarship is for academically capable nursing students.

### **Christ Episcopal Church Women Endowed Scholarship**

Income from an endowment established by The Christ Episcopal Church Women established this scholarship in 1996 from cookbook sales. The scholarship is for Pasquotank County students who are enrolled in at least six credit hours.

### **Harriett M. Crump Endowed Scholarship**

Established in 1982 as a memorial for Ms. Crump, a former COA administrator.

### **Jewel H. & Lee J. Davenport Endowed Scholarship**

Established in 1994 by Mr. and Mrs. Davenport, this scholarship shall be awarded to financially needy students as follows: a. Graduates from Creswell High School (1 scholarship); b. Graduates from Columbia High School (1 scholarship); c. Residents of Pasquotank County (2 scholarships); d. Residents of Camden County (1 scholarship); and e. At-large residents of the area served by College of The Albemarle (1 scholarship).

### **Mabel Hardison Dudley Memorial Endowed Scholarship**

Established in 1991 by Joan P. Thomas, in memory of her mother, Mabel Hardison Dudley. This scholarship is awarded to a female graduate of Northeastern High School with financial need.

### **Edna Fenstamacher Nursing Endowed Scholarship**

Established in 1989 by her sister, Love B. Sawyer. This scholarship is for residents of Camden, Currituck, and Pasquotank Counties enrolled in the Associate Degree Nursing program.

### **William G. Gaither Jr. Memorial Endowed Scholarship**

Established in 1992 by Frances A. Gaither, Robin G. Dunfield, and Leigh G. Jones. This scholarship is for academically capable students who seek a baccalaureate degree in the business field and who demonstrate financial need.

### **Jean George Memorial Scholarship**

Established by family and friends of Jean George, a faculty member of COA. First preference should be given to students enrolled in Developmental courses.

### **Bennie Vance Halstead Scholarship**

Established by Elizabeth Halstead in memory of her husband, Bennie Vance Halstead. Mr. Halstead spent 52 years in law enforcement. This scholarship is restricted to criminal justice students.

### **Bonnie S. Hawkins Memorial Endowed Scholarship**

Established in 1994 by Dorsey and Ann Hawkins in memory of their daughter, Bonnie S. Hawkins. This scholarship is for an Associate Degree Nursing student demonstrating financial need.

### **Marion Heller Memorial Scholarship**

Marion Heller was the librarian at the Dare County Campus at the time of her death. Friends and family established the scholarship to benefit a Dare County resident.

### **Robert I. & Jean M. Hislop Memorial Endowed Scholarship**

Established in 1986 in honor of Mr. Hislop, a former President of

COA, by his family. This scholarship is awarded to a student who is in the upper 50 percent of their high school class or has a grade point average of 2.5 at COA. Must be a full-time student and exhibit financial need and academic potential.

### **The Vernon & Selma James & Family Scholarship**

Established in 1984 by John Thomas James. This scholarship is awarded to Learning Disabled Students as certified through the public schools, mental health agencies, or COA.

### **Jaqueline Jenkins Scholarship for Visual Arts**

Income from an endowment for a scholarship for students enrolled in a visual arts curriculum.

### **Ladies Auxiliary To VFW #6060 Endowed Scholarship**

For Pasquotank County students enrolled in at least six credit hours.

### **Josephine C. McDonald Memorial Endowed Scholarship**

Established in 1997 by the Ladies Auxiliary of VFW Post #6060 for a scholarship for students demonstrating financial need. Preference shall be given to VFW members and their families.

### **Charles R. McEver & William M. McEver Memorial Scholarship**

Established in 1991 by Senta B. McEver. This scholarship is for students with financial need enrolled in technical business programs or in the college transfer program leading to a degree in mathematics or business.

### **George Dixon McKecuen Memorial Scholarship**

Established in 1988 by George and Carolyn McKecuen in memory of their son, George Dixon McKecuen. This scholarship is for a student enrolled in a curriculum program.

### **M. G. Morrisette, Jr. Endowed Scholarship**

Established in 1997 by the estate of M. G. Morrisette Jr. of Camden County. This scholarship is for the Student Ambassador Program.

### **Ginny Crutcher Nash Music Endowed Scholarship**

Established in 1994 by Thomas P. Nash III. This scholarship is for an academically capable student who seeks a baccalaureate degree in a music field demonstrating financial need.

### **Norman L. Norfleet, Sr. Memorial Endowed Scholarship**

Established in 1991 by friends and co-workers in memory of Norman L. Norfleet Sr. This scholarship is for a student within the seven-county service area or a GED graduate of COA.

### **Dr. Zack D. & Martha Anderson Owens Nursing Endowed Scholarship**

Established in 1985 by Dr. Zack D. Owens. This scholarship is for residents of Camden, Currituck, Dare, Gates, Pasquotank or Perquimans Counties who are enrolled full time in the nursing program.

### **The Regina Annette Peal Endowed Scholarship**

Established in 1995 in memory of Ms. Peal by the Law Firm of Hornthal, Riley, Ellis and Maland. Preference shall be given to students who are graduates of Creswell High School, high schools within Washington County, and graduates of other high schools in North Carolina desiring to enter the COA Nursing Program.

### **Glen W. & Treva Pendleton Endowed Scholarship**

Given in 1989 by retired educator, Ms. Treva Pendleton. This scholarship is for high school students who attended Weeksville School.

### **Pepsi-Cola Honors Scholarship**

COA President's Staff established a scholarship from sponsorship funds provided by Pepsi-Cola. The scholarship benefits students for their academic achievements and leadership activities.

### **Milton C. & Helen H. Prentiss Endowed Scholarship**

Established in 1998 by Donald and Heidi Prentiss in memory of Mr. Prentiss' grandparents.

### **Presidential Scholars Program Endowment**

Established in 2001. This scholarship is to be awarded to students who are ranked academically by their high school in the top 20% of their graduating class. Scholarship recipients will be known as Presidential Scholars and must be planning to pursue a degree at COA on a full-time basis.

### **James Llewellyn Roberson Memorial Scholarship**

Mr. Roberson was a poet, extremely fond of opera, a Mason and a devout Christian. His daughter, Alica and her husband, Tom Skinner established the nursing scholarship in Mr. Roberson's memorial because of his love for young people and young adults.

### **Carrie M. Roebuck Nursing Endowed Scholarship**

Established in 1982. This scholarship is given to needy students in the nursing program.

### **Frank W. Selig, Jr. Memorial Endowed Scholarship**

At his death in 2004, Mr. Selig's will established a scholarship for students residing in Pasquotank, Camden, Dare or Currituck Counties.

### **Gaston E. Small Jr. and Beverly M. Small Endowment Fund**

Established in 1990 by conveyed property from Beverly M. Small and Gaston E. Small Jr. This endowment may be used as determined by the College of The Albemarle's Board of Directors, with emphasis being placed on a scholarship(s), support for the college's various cultural activities and other related needs.

### **Charles W. Ward Jr. Occupational Education Scholarship**

Established in 1989 by Doris M. and Charles W. Ward Jr. This scholarship is for high school graduates with financial need who are residents of Pasquotank County and are enrolled in a technical or vocational curriculum.

### **Weeksville Vegetable Growers Association Scholarship**

The Weeksville Vegetable Growers was organized in 1950 to provide housing for farm workers. When the organization disbanded in 1998, a scholarship was established to be awarded to a recipient who demonstrates financial need and is a resident of Pasquotank County.

### **Marvenia G. White Memorial Scholarship**

Established in 1998 by co-workers, friends, and family in memory of Marvenia G. White.

### **George M. Wood Memorial Endowed Scholarship**

Income from an endowment established in 1995 by F. P. Wood & Son, Inc. of Camden. This scholarship is for academically capable students who demonstrate financial need.

### **Jerry S., Sr. & Marjorie V. Wright Business Endowed Scholarship**

Established in 1989 for a scholarship to a student enrolled in business.

## **Named Annual Scholarships**

**Albemarle Hospital Volunteer Services Scholarship**

**Albemarle Unit 463 Woodmen of the World Scholarship**

**D. Ben Berry Scholarship**

**Frances Burfoot Nursing / Elizabeth City Senior Woman's Scholarship**

**Chief Petty Officers Association of Elizabeth City, NC Scholarship**

**City Beverage Company Inc./Elisha Coppersmith Scholarship**

**Lurana Cowan/ Outer Banks Woman's Club Scholarship**

**Dana Lee Darnell Memorial Nursing Scholarship**

**Elizabeth City Junior Woman's Club Scholarship**

**Elizabeth City Business and Professional Women's Club Scholarship**

**Elizabeth City Morning Rotary Club**

--General Scholarship

--Rufus Abeyounis Scholarship

--J. C. "Buddy" Hunt Scholarship

--Thomas S. Watts Memorial Scholarship for Public Services

**Elks Lodge #856 Scholarship**

**Rev. Charles Foster Scholarship**

**Forty and Eight of American Legion Scholarship**

**College of The Albemarle GED Award**

**H.G. Davenport/Redmen Scholarship**

**Hertford Savings Bank Scholarship**

**Jo & Buddy Hunt A/C, Heating & Refrigeration Scholarship**

**Jo & Buddy Hunt Business Scholarship**

**Florence Rosenblatt Kadis Scholarship**

**Manteo Lions Club**

--Manteo Lions Club Scholarship

--Douglas Goodrich Memorial Scholarship

**Margaret W. and Lorimer W. Midgett Trust**

**Marine Sciences Scholarship**

**Grace Mikelos Scholarship**

**Jule C. Modlin, Jr. Trust**

**Outer Banks Community Foundation Annual Scholarship**

**Outer Banks Kiwanis Club Scholarship**

**Pepsi-Cola Honors Scholarship**

**Professional Crafts: Clay Scholarship**

**Charles O. Robinson, Sr. Trust**

**Eloise Robinson Scholarship Trust**

**SECU Foundation Community College Scholarship**

**Sprint Scholarship**

**Wachovia Bank Scholarship**

**The UPS Store, Inc. Scholarship**

**Grover Clyde White Scholarship**

**Robert Jennings White Scholarship**

**George J. Winslow Scholarship**



# Academic Requirements

## Catalog and Student Program

The College of The Albemarle Catalog is published every two years and provides a description of the college's admission policies, program requirements, course offerings, and academic regulations. College of The Albemarle offers degree, diploma, and certificate programs.

To be eligible for graduation from College of The Albemarle, the student must have fulfilled all of the course requirements and total hours of the curriculum as described in the college catalog. The catalog to be used is the 2001-2003, 2003-2005, or 2005-2007, whichever is in effect during the enrollment of the student in the program of study for the degree/diploma being attained. Catalogs previous to the 2001-2003 catalog will not be used. Students who began their course of study prior to the 2001-2003 catalog should change to one of the eligible catalogs listed above and in effect while pursuing their program of study.

## Associate Degree and Associate in Applied Science Degree Graduation Requirements

### I. General Statement

#### A. General Requirements

The college awards the degrees listed below to persons who have fulfilled the following requirements:

1. At least 65 semester hours must be completed with at least a 2.0 ("C") grade point average. If students, as a result of placement tests or grades, are found to be deficient in math, English, and/or reading skills, they will be accepted for curriculum study and will be required to take appropriate Developmental Education courses. In this case, the total number of hours will exceed 65.
2. Courses with a two-digit course number are not applicable toward any degree.
3. All of the requirements listed in the appropriate catalog (see preceding section) must be completed.
4. Of the hours required for the degree, 25 percent must be taken at College of The Albemarle.
5. Any individual who has served in the Armed Forces of the United States of America for a minimum of 18 months of active duty or who is eligible for veterans' benefits is exempt from the physical education requirements. Elective hours are required in substitution of the waived physical education hours.
6. All course numbers must be 110-199 or 210-299 with the exception of Associate in General Occupational Technology program for which courses must be numbered 100 or above.

### B. Other Requirements

1. Degrees will not be awarded to students with financial obligations to College of The Albemarle.
2. Candidates for degrees must participate in graduation exercises and pay the graduation fee.

### II. Degree Requirements

- A. Requirements for Associate in Arts, Associate in Science, and Associate in Fine Arts degrees are outlined in the Programs of Study section of this catalog.
- B. Requirements for the Associate in General Education and Associate in General Occupational Technology degrees are outlined in the Programs of Study section of this catalog.
- C. Requirements for the Associate in Applied Science degrees are outlined in the Programs of Study section of this catalog.

## Diploma Requirements

A diploma is awarded to students who successfully, with a grade of 2.0 ("C") or above, complete a prescribed program of study which is typically at least two semesters in duration. (See the section in this catalog entitled Programs of Study for specific diploma requirements.) Of the credit hours required for the diploma, 25 percent must be completed at College of The Albemarle. Candidates for diplomas must participate in graduation exercises and pay the graduation fee.

## Certificate Requirements

A certificate is awarded to students who successfully complete, with a grade of 2.0 ("C") or above, a program of instruction which is less than two semesters in duration. Of the 12 to 18 credit hours required for the completion of a certificate, 25 percent must be completed at College of The Albemarle.

# Academic Policies

## Academic Advising

Within the first few weeks of each semester, Student Development personnel assign each student enrolled in a curriculum program with six or more credit hours to an advisor who is either a full-time faculty member or a Student Development advisor. An effort is made to assign an advisor who teaches in the selected program area. Students who place in Developmental Education classes are usually assigned to a Developmental Education faculty member. Undecided students are assisted by the Director, Counseling and Career Development. Dare County Campus students consult the Dare County Campus faculty and Student Development staff for advisement. Edenton-Chowan Campus students consult the Dean or Director, Student Services, at the Edenton-Chowan Campus. Students not assigned an advisor receive assistance from the Department Chair supervising their program of study or a Student Development advisor.

The academic advisor's role is to assist students in the decision-making process of selecting courses to take each semester that are consistent with the student's educational objective. The advisor maintains contact with the student throughout the student's enrollment at the college. The advisor must be consulted by the student when any of the following occurs: (1) registering for classes, (2) adding or dropping classes, (3) withdrawing from college, and/or (4) planning for graduation from College of The Albemarle or for transferring to another educational institution. In addition, when making recommendations with the student about courses and course load, the advisor is cognizant of the student's goals, educational plans, grade point average, and commitments which may affect college success.

Students are responsible for contacting their advisor upon receiving their advisor assignment. Furthermore, students must assume responsibility for ensuring that they know the requirements for the degree or program they are pursuing at COA. A list of graduation requirements for each curriculum is listed in this college catalog and is also available from Department Chairs and the Student Development Office. If transferring to another educational institution is the student's plan, the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which he/she plans to transfer. A list of courses from the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System is included in this catalog. Students planning to transfer to a college or university outside of the University of North Carolina System should consult the college or university of their choice for transfer requirements. The student must also accept the responsibility that the classes registered for are ones which will be retained by the student for the duration of the semester.

Advisors should be considered the students' main link with the college because they are a valuable resource for information, advice, and direction. For this reason, students are encouraged to visit with their advisor numerous times during the semester in order to gain maximum benefit from

their college experience. Academic advising/registration periods are scheduled prior to the first day of classes for each semester.

## Registration for Credit Courses

The students should first consult with their advisor to plan a course schedule for the semester. Together, the student and advisor should fill out and sign the registration form. The chosen courses will then be entered into the computerized registration system and a seat in each of the selected courses will be reserved for the student. Tuition and fees are due on the day students register unless noted otherwise in the semester schedule. Students may register by phone by calling their advisor or the Admissions Director.

Late advising and registration is limited beginning the first day of classes each semester. See each semester's registration calendar for detail. Applicants may register for classes their first semester with incomplete admissions files. After their initial semester of enrollment, students with incomplete admissions files may not register for a subsequent semester until their files are complete.

Students must pay any past due accounts before permission to register may be given. Students who are eligible for veteran's educational benefits should see the college's Registrar for special conditions concerning enrollment certification for initial enrollment to College of The Albemarle.

## Course Load

Sixteen semester hours of college work is considered the normal student load. Permission must be obtained from the Vice President, Instruction, or designee, for scheduling more than 18 hours of work. This is not necessary when students are registering for the specific course load designated in their occupational program of study.

A student enrolled in at least 12 hours of work is considered a full-time student. For students to gain sophomore status at the college, they must earn a minimum of 32 credit hours.

## Class Attendance Policy

### Traditional (on-campus) Classes

College of The Albemarle regards class lectures, demonstrations, discussions, and other in-class experiences as vital ingredients of the educational process which cannot be easily compensated for through out-of-class make-up work. Therefore, students who miss more than 10 percent of the classes in a course may be disenrolled from that course. Some programs may follow a more rigid attendance policy because of regulations set by state and federal licensing agencies.

Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tutoring, career interest inventories, etc.). Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled

students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, or other similar areas.

### Distance Education (Internet Classes)

As students in distance education do not physically attend classes, it is important that faculty have a plan to document attendance. It is thus expected that faculty teaching Internet classes will adhere to the following guidelines to document attendance.

The census date in a distance education course is calculated from the first day the class is scheduled to begin. If a distance education class is scheduled to run for sixteen weeks, the census date will be eleven days from the first day the class begins, including weekends and holidays.

The instructor will list all dates through the census date on the blue and white roster, including weekends and holidays.

The instructor must establish a procedure, either face-to-face or virtual, in which each student may enter the course. The instructor may require an orientation. Students may be asked to e-mail the instructor. Students may be asked to call the instructor. Entry into the course should be the date in which the correspondence occurred. Instructors may provide options for entry into a course, but these options must be noted in the course syllabus, preferably on the Announcements page for Internet courses. Each instructor must maintain a copy of the correspondence or log of correspondence for audit purposes. In summary, the instructor must communicate with each student, document said communication, and enter each student on the blue and white roster according to the date in which the communication occurred.

Following the census date, one date for each remaining week of the course is to be listed on the blue and white roster, possibly each Friday. For classes of shorter duration than sixteen weeks, the faculty member should list more than one date each week.

For classes lasting sixteen weeks, faculty must require at least one correspondence from each student on a weekly basis to document continued attendance in the course. When a student fails to communicate for one week the instructor should send a warning e-mail, or attempt to contact the student through another means, that failure to participate for a second week in a row will result in withdrawal from the course. If a student fails to participate for two weeks in a row, without prior approval of the faculty member, the instructor should submit a drop form to the registrar. Courses lasting for fewer than sixteen weeks should adjust the attendance requirements to match the increased expectations. (For example, an eight-week class should require two communications each week; send a warning after the first one-half week of no correspondence and drop after one week of no correspondence.)

All attendance requirements must be stated in the course syllabus.

### Grading System

Students receive grades in each course at the end of the semester. Instructors, using numerical codes, may post

grades outside their offices shortly after final grades are determined. Grade reports are mailed to students within a few days after the end of each semester.

The grading system is as follows:

#### Quality Points

Grade	Interpretation	Per Semester Hour
A	Superior	4
B	Good	3
C	Average	2
D	Poor, but passing	1
F	Failure	0
I	Incomplete - a deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the semester following the one in which the Incomplete (I) was received, regardless of whether the student is officially enrolled (includes the summer semester). If not removed within this time, the Incomplete (I) becomes a Failure (F).	
K	Will be interpreted as an official statement of intent to audit the course at the time of registration.	
W	Voluntary withdrawal by the student or administrative disenrollment by the instructor. Student Development staff may assign grades of "W" until the end of the eighth week following the first day of classes for any semester. Thereafter, instructors assign all grades.	

Developmental courses offered by the college will be graded with a PA (passing with an A), PB (passing with a B), PC (passing with a C), and R (repeat of course required). These grades are not calculated in the student's Grade Point Average.

### Grade Change

If a student requests a grade change, faculty who assigned the grade may make the necessary grade change during the semester subsequent to the recording of the grade. If the faculty member is no longer employed by the college, any decision in grade change will be made by the Faculty Executive Committee. In the event of unusual circumstances, faculty may make grade changes beyond the semester time limit by submitting the grade change request to the Faculty Executive Committee.

### Academic Progress Policy

The college's policy for encouraging academic progress is based on the following: prevention of failure; remediation; and as a last resort, exclusion from a program or from the college. The policy applies to all full-time and part-time curriculum students.

To impress upon students the necessity of maintaining a good academic record, the college has established the following methods for informing students about academic concerns:

## I. Academic Alert

This is a non-punitive method with the purpose of alerting students, counselors, and instructors to potential academic problems. Academic alert means students will be notified of their status and will be required to report to their counselor or advisor, who will attempt to identify the causes of poor academic performance, suggest ways to improve, and may suggest alternative programs for which the student is better qualified.

Students will be placed on Academic Alert if they have less than an overall 2.00 GPA ("C") for any one semester.

## II. Conditional Status

Students will be placed on Conditional Status if they fail to meet the requirements of the following Academic Progress Scale:

Semester Credit Hours Attempted	Minimum GPA
0-16	1.00
17-24	1.25
25-32	1.50
33-40	1.75
41-52	1.90
53 and above	2.00

This scale does not apply to summer school. Summer school performance will be computed and counted in the cumulative GPA in the succeeding semester. Exception: This scale does apply every semester for students receiving veterans' educational assistance.

Students should pay special attention to the following:

1. Students on Conditional Status may enroll for a maximum of 12 credit hours.
2. Students transferring from College of The Albemarle should be aware that the receiving institution may include all college work ever attempted in computing the GPA.
3. Students enrolled in Developmental Education courses who are on Academic Alert or Conditional Status are encouraged to meet with the Director, Student Support Services, at the beginning of the semester and more often if necessary.

## III. Academic Suspension

Students who are unable to meet the requirements of the Academic Progress Scale after two consecutive semesters of Conditional Status will be academically suspended or directed to a more appropriate program offered by the college. Any student who fails to fulfill the conditions set forth under Conditional Status will be suspended immediately. Students should be advised they must attain at least a 2.0 GPA to graduate and receive a degree, diploma, or certificate.

Conditional Status II students who earn a 2.5 GPA at the conclusion of any semester may be given permission by the Vice President, Student Development, to continue as a Conditional Status II student for the next semester without being suspended or without appealing their suspension to the Academic Appeals Committee. Unless they bring their average up to the minimum GPA on the Academic Progress Scale, students who fail to earn a 2.5 GPA in any semester

thereafter will be suspended but will still maintain the right to appeal. Suspended students who do not enroll during a subsequent semester may be readmitted by the Vice President for Student Development.

Suspended students who enroll in summer school and increase their overall GPA to meet the minimum standards will not have to appeal their suspension to the Academic Appeals Committee.

## Appeals of Academic Suspension

The Academic Appeals Committee is composed of the Faculty Executive Committee; the Vice President, Instruction; and the Vice President, Student Development - all being voting members. In addition, faculty members who serve as advisors to students making appeals are consulting members of the committee, which considers letters of appeal from students who have been suspended because of unsatisfactory academic progress. If the student is a participant in the Student Support Services program, the Director, Student Support Services, is also a consulting member of the Academic Appeals Committee.

All letters from suspended students must be received by the Vice President, Student Development, no later than noon of the second day of classes of the semester following suspension. The committee meets at 12:00 noon on the third or fourth class day of the semester, whichever falls on a Monday, Wednesday, or Friday. A quorum of three committee members is necessary for the committee to consider appeals. The committee is chaired by the Chair of the Faculty Executive Committee.

The Vice President, Student Development, is responsible for distributing letters of appeal and student transcripts to members of the Academic Appeals Committee prior to an assigned meeting. Students wishing to appeal their suspension must submit a written appeal, which includes their home address and telephone number, to the Vice President, Student Development. The Vice President, Student Development, will notify the students of the date, place, and time the committee will discuss their appeal. Students must appear before the committee and speak in their own behalf.

## Credit by Examination

**College Level Examination Program (CLEP) - Subject Examinations.**

These examinations represent end-of-course examinations developed by the Educational Testing Service for certain widely taught undergraduate courses generally taken during the first two years of college. The tests measure understanding of basic facts and concepts as well as the ability to apply such understanding to the solution of problems and the interpretation of materials.

College credit is granted for CLEP Subject Examinations contingent upon the following:

1. Examinee must score at or above the score recommended by College of The Albemarle;
2. Credit will be granted only for those Subject Examinations which parallel courses appearing in the college catalog in force at the time a student applies for credit;

3. Credit hours granted for a Subject Examination will be the same amount of credit the college grants upon successful completion of the equivalent course or sequence of courses (e.g., if an examinee successfully passes the American History Subject Examination, which covers the equivalent of two semesters of course work, the examinee would receive six semester hours of credit.);
4. Total credit granted for Subject Examinations and Credit by Examination shall not exceed 30 semester hours.

College of The Albemarle is not authorized to award credit for CLEP General Examinations. Additional information regarding CLEP Subject Examinations is available in the Registrar's Office.

### College of The Albemarle Proficiency Examinations

These examinations function as a method for obtaining credit by examination in subjects not covered by CLEP Subject Examinations. Approval to exempt a course by examination is considered if the student can show one of the following:

**Experience:** a student who thinks he or she possesses verifiable competencies of a specific course may request an assessment. This may include previous or related course work or work experience. Documentation of work experience may be required.

**Licensure and Certification:** a student who holds current licensure or certification in an occupational field may request exemption from courses in which these competencies are specified. Licensure or certification does not automatically equate to course exemption.

A student seeking to exempt a course by examination must abide by the following guidelines:

1. Any student may present his/her request to receive credit for a course by an examination, five (5) working days prior to the beginning of the semester, to the advisor who has knowledge of the student's ability or who feels that the student's background should enable him/her to pass the examination. When the request has been approved or denied, the instructor will inform the student. Upon approval, the student will arrange a time with the instructor to take the exam. The instructor will administer the exam and submit the results on the "Credit By Examination Request" form to the Registrar and the FTE Coordinator on or before the roster collection date (20%). The respective Department Chair must review the exam results and approve or deny the instructor's findings. In the case of differing recommendations, the Vice President, Instruction will review the materials and make a final decision. When the course instructor is a Department Chair, another instructor in the department will review the request and the findings.
2. A request for credit by examination will be given only for courses on the schedule that particular semester unless the course is the only one needed to complete the student's program of study.
3. Exemptions may be granted for no more than 50% of the required courses in a curriculum.
4. Only one attempt at exemptions assessment is allowed for each course. To successfully challenge a course, the student must pass a comprehensive exam, based on standards set by the department, which are not lower than a "C". The grade received will be recorded on the student's permanent record as "CE". Note: Credit earned by examination may not transfer to another post-secondary institution.

5. Hours earned by exemption or audit will not be counted towards enrollment status for Title IV Financial Aid or VA benefits.
6. A student who fails a course is not eligible to earn credit by examination.

## Auditing Courses

Students who wish to audit courses must follow the usual procedure for registration and must state their intentions to audit courses when they register. Students auditing courses receive no credit but are expected to attend classes regularly and to participate in class discussions. They are also encouraged to do all work and assignments expected of regularly enrolled students. In addition, they are responsible for observing the same regulations concerning attendance and behavior as students registered for credit.

Students auditing courses will be charged the same tuition as students taking courses for credit. Anyone taking only audit courses will not be charged an activity fee.

## Directed Study

Students who desire to register for Directed Study are responsible for initiating, consulting, and obtaining the appropriate faculty-staff signatures on the Request for Directed Study Form before the last day of the scheduled period in which students may drop and add courses in the semester. Students must have a cumulative GPA of 3.0 or higher and a Directed Study course will be granted only in the student's last semester of enrollment for the following reasons:

1. When only one section of a class is being taught which results in a conflict for a student who must have the course to graduate or to transfer from College of The Albemarle; or
2. When the needed class is not being taught and the student must have the course to graduate from College of The Albemarle.

The completed Request for Directed Study Form must accompany the student's completed Registration Form, which includes the Directed Study course. Directed Study forms are available in the office of the Evening Program Director. Students should note Directed Study courses are not the normal or preferred means of instruction for community college students. They are approved only as previously detailed.

## Course Repetition Policy

A student may enroll in a course no more than three times for credit, audit, or credit by examination without permission of the Vice President, Instruction. Credit by examination may be attempted only once. A student may repeat a course to attempt to improve a grade or replace a withdrawal. All grades, including the record of an audit, will appear on the student's official transcript. Effective Fall 1994, only the higher grade will be used for computing total credit hours attempted, total quality points earned, and quality point average (GPA). If a semester course repeats an equivalent quarter course, the grade calculation is not automatic.

The student must complete a Course Repetition Form to have only the higher grade count in the GPA. The forms are available in Student Development.

This policy does not apply to developmental courses.

## **Fresh Start Policy (Academic Forgiveness)**

Any former College of The Albemarle student who has experienced a lapse of enrollment at College of The Albemarle for a period of two consecutive academic years may petition only once to the Vice President, Instruction, to have all course work not related to a new program of study, or any below-average grades (grades D or F) disregarded in calculating the student's grade point average. Upon re-enrolling following the lapse, the student must first complete 12 semester hours of credit course work with a minimum 2.0 GPA before requesting grade forgiveness. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative GPA and does not apply toward graduation. Honors, if applicable, will be awarded based upon the new, Fresh Start GPA. Eligibility for student financial aid is not subject to fresh start calculations.

## **Dropping and Adding Courses**

At the beginning of each semester, there is a scheduled period in which students may drop and add courses. The time limit for these changes is published in the academic calendar which appears in the front of the college catalog and in the semester class schedules. Students wishing to change their schedule should consult with their advisor. However, it should be noted that students are advised to exercise good judgment and concern when registering with their advisor so that a class schedule can be devised in which no changes will be needed for the duration of the semester.

During the first three days of classes, and if the advisor agrees that a change is in order, the student's advisor and the student must complete and sign the drop/add form, called a Registration Change Notice. In addition, all financial aid students must have their Registration Change Notice approved by the Director, Scholarships and Student Aid. Finally, all such change forms must be entered into the computer and any necessary payment made to the Cashier.

From the second through the eighth week of classes, students dropping courses must see their instructor in addition to their advisor. The student must take the form to the Student Development Office after obtaining their advisor's and instructor's signatures.

## **Course Substitutions**

If it is necessary for the student to request a course substitution for a stated graduation requirement, the student will initiate this process with the Vice President, Instruction. This form should be completed by the student's advisor and signed by the student. Approvals must be obtained personally by the student from the Department Chairperson and Vice President, Instruction. The Vice President, Instruction, after signing, will forward this form to the Registrar.

## **Curriculum Changes**

There are times when students' aptitudes and interests may be better served by a change of curriculum. Should a change in curriculum become advisable, students should consult with their advisor to explore the possibilities of alternative curricula which might better serve their aptitudes and interests.

## **Withdrawal From College**

Students who withdraw from the college must confer with their advisor to complete the withdrawal sections of the Registration Change Notice. Financial aid recipients must also confer with the Director of Scholarships and Student Aid. To ensure that obligations to and withdrawals from the library are accounted for by the student, the Director, Learning Resources Center, must sign the form. The Director, Accounting, must also sign the form to ensure that tuition and fees have been received before tuition refunds are authorized.

## **Operating Hours of College Facilities**

Buildings located on the Elizabeth City Campus are open Monday through Friday from 7:00 a.m. until 11:00 p.m. The building located on the Edenton-Chowan Campus is open Monday through Thursday from 8:00 a.m. until 10:00 p.m. and on Friday from 8:00 a.m. until 4:30 p.m. Buildings located on the Dare County Campus are open Monday through Friday from 7:00 a.m. until 10:15 p.m. All other locations are open generally for specific classes. Classes for students, for the most part, begin at 8:00 a.m. and end at 10:00 p.m.

## **Visitors Policy**

Visitors are welcome at the college. However, persons who do not have legitimate reasons for being on the campus are not allowed to use the campus facilities. Legitimate reasons include an orientation by an escort to learn about the campus and college programs, attending an official college program or event, visiting the bookstore and using the library. Loitering is prohibited. The campus is closed from 11:00 p.m. to 6:00 a.m. daily and on weekends.

Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tutoring, career interest inventories, etc.) Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, or other similar areas.

# Special Academic Opportunities

## Academic Honors

The college recognizes student academic achievement through the following:

### I. President's List

To qualify for the President's List, a student must complete 12 curriculum semester hours or more, in a semester, in courses numbered at or above the 100 level with no grade below an "A" and no incompletes (I) for that term.

### II. Dean's List

To qualify for the Dean's List, a student must complete 12 curriculum semester hours, in a semester, in courses numbered at or above 100 and attain at least a 3.50 grade point average, with no grade being below a "C" and no incompletes (I) for that term.

### III. Commencement Marshals

Rising sophomores who are first-time, full-time freshmen and who have maintained the highest quality point average during their freshman year are honored by being named Commencement Marshals.

### IV. The President's Service Cups

The President's Service Cups are awarded by the President of College of The Albemarle at the spring or summer graduation to a graduating candidate from the Elizabeth City Campus and to a graduating candidate from the Dare County Campus. The President's Cup is presented to the two graduating candidates who have made significant contributions of service to their campus. Student nominations are made on each campus by a committee composed of the department chairs, club advisors, and Student Development staff. Names of nominees are submitted to the office of the Vice President, Instruction. Pertinent graduation information is verified with the Registrar and the names of eligible nominees are distributed and voted on by full-time faculty and administrative staff. Votes are returned to and processed by the office of the Vice President, Instruction.

### V. Honor Seals

The college, in an effort to recognize those candidates for graduation who have excelled academically, awards Honor Seals on degrees or diplomas in accordance with the cumulative grade point averages noted below. The appropriate citation is also read when awarding the degree or diploma during graduation exercises.

### Honor Seal

summa cum laude  
(with highest honors)

magna cum laude  
(with high honors)

cum laude (with honors)

### GPA

3.85-4.00

3.70-3.84

3.55-3.69

### VI. Who's Who Among Students in American Junior Colleges

All College of The Albemarle students who meet the GPA and credit hour requirements are notified of their eligibility and of details regarding application for membership in Who's Who in American Junior Colleges. To be selected, applicants must have a 3.0 ("B") GPA; have earned sophomore status with a minimum of 28 credit hours toward a degree program; be approved by two faculty/staff members; submit a completed Who's Who nomination form; and be participating members of a college club, publication staff, or intramural team.

### Phi Theta Kappa (PTK)

Phi Theta Kappa is the International Honor Society of Two-Year Colleges. Membership requirements include enrollment in a program leading to an associate degree, at least a 3.5 cumulative grade point average, and a minimum of 12 accumulated semester hours of college credit courses. Membership is by invitation only, and invitation letters are sent to prospective members. The Elizabeth City campus chapter of Phi Theta Kappa is called Nu Nu Chapter and invites members from the Elizabeth City and Edenton-Chowan campuses. The Dare campus chapter is called Alpha Omicron Theta Chapter and invites members from the Dare campus.

### Service Learning

Service Learning is a method by which students learn through hands-on experience. Students who select courses that offer Service Learning options get the opportunity to participate as volunteers in thoughtfully organized service projects that meet a community need, are integrated in the course curriculum, and enhance student learning. Course objectives are linked to meaningful human, safety, educational, and environmental needs that are pre-determined with community partners and service recipients. Students who participate in Service Learning projects are able to build work skills through hands-on experience, provide a service in the community, and get credit in the classroom. For more information, students may contact the Service Learning Coordinator.

### Cooperative Education

Cooperative Education provides students an opportunity to earn college credits for employment related to the curriculum in which they are enrolled as well as to make a

student's educational program more relevant and meaningful by integrating classroom study with a planned and supervised work experience.

The Director, Cooperative Education and Job Placement, is responsible for locating and/or approving appropriate co-op assignments for students applying to enter the program. If a student has a curriculum-related job, that job may be used for a co-op assignment if it is approved as a valid work experience by the Director, Cooperative Education and Job Placement, and by the student's employer.

### Eligibility

All students who are enrolled in programs which qualify for Cooperative Education and who have completed 9 or more credit hours in their curriculum area are eligible for co-op if they meet the following requirements:

1. Work at least an average of 10 hours weekly in a major-related job. Non-paid internships are also permissible.
2. Have a grade point average of 2.0 ("C") or better after completing 9 semester hours with the completion of one core course; and
3. Have the recommendation of an instructor in the student's program of study and the approval of the Director, Cooperative Education and Job Placement.

### Application Procedure

Interested students should obtain an application form from the Cooperative Education Office and schedule an interview with the Director of Cooperative Education and Job Placement. Acceptance in the Cooperative Education program is based upon the student's application, college transcript, and availability of appropriate employment.

### Academic Credit

Credit hours for Cooperative Education work periods are determined by the number of hours worked per semester. Students working an average of 10 hours weekly (160 hours per semester) earn one hour of credit per semester; students working an average of 20 or more hours weekly (320 or more hours per semester) earn two hours of credit per semester. With the exception of COE 110 World of Work, students can only enroll in one cooperative education course per semester. Some associate degree programs have specified cooperative education course substitutions.

Before officially registering for a co-op work experience course, the student must have a co-op job assignment and have approval from the Director, Cooperative Education and Job Placement, to register for the appropriate Cooperative Education course.

### Distance Education

College of The Albemarle's Distance Learning program offers students courses through the Internet. Distance learning is a convenient way for adult learners to begin or continue their education by using study materials and "attending" classes from home, work, or almost anywhere. These courses make it possible to reduce scheduling problems and/or commuting requirement to varying degrees.

### Internet Access

Internet courses are delivered from the instructor's to student's desktop. Accessibility is anywhere there is a computer with an internet connection and appropriate software. Internet access classes cut down on the time and space that are normally required for on-campus classes.

The following is needed to enroll in this type of course: a computer with internet access, an e-mail program, a word processing program, a printer, and the textbook and/or specific course material. It is assumed that the student has at least fundamental skills in word processing, e-mail, web searches, and the use of a browser. Some assignments will also require the students to develop basic research skills such as library use and electronic information retrieval.

A student should not worry about being a beginner. If in doubt as to whether an internet access course is the right choice, or for questions concerning the technical aspects, the student should contact the instructor or the Distance Education Coordinator. Orientations are provided for students beginning Internet classes.

### Open Classroom

The Open Classroom offers students an alternative learning environment and means to complete select Office Systems Technology courses. The Open Classroom is completely self-paced with assistance from qualified personnel when needed. Students have the flexibility of selecting the days and hours for meeting the course requirements and are then "guaranteed" computers and one-on-one assistance with the courses in the Open Classroom. Students may register for 16- or 8-week sessions and must meet the course requirements and minimum contact hours during the session selected. The Open Classroom offers both day and evening hours.

For more information about the Open Classroom, students should contact the Open Classroom Coordinator.

### Evening Program

College of The Albemarle offers an Evening Program leading to associate degrees and diplomas. The courses offered use the same or equally well-trained instructors, cover the same content, and carry the same college credit as courses taught during the college's regular day sessions. Credits for evening courses transfer to other institutions on the same basis as credits for College of The Albemarle courses offered during the day.

Evening Program courses are usually scheduled Monday through Thursday evenings and occasionally on Friday. Courses which require three hours of lecture and/or laboratory per week usually meet once a week. Courses which require more than three hours per week usually meet twice weekly.

Admission requirements and costs for all evening courses are the same as for courses offered during the day.

A schedule of the times and locations for evening courses and additional information are available from the Evening



Program Director or the Dean, Dare County Campus, or the Edenton-Chowan Campus.

Continuing Education (non-credit) classes are also offered during evening hours. For further information, refer to the section entitled Continuing Education Division.

## Secondary Education Programs

College of The Albemarle offers two programs that provide the opportunity for High School students to take college-level courses and earn college credit: Concurrent Enrollment courses and Huskins Bill courses.

### Concurrent Enrollment Courses

High school students are permitted to enroll in a community college course under the following conditions:

- the student must be at least 16 years of age;
- the student must be recommended by the chief administrative officer of the high school and approved by the president of the community college;
- the chief administrative officer of the high school must certify that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation or, in the case of courses offered in the summer, must certify that the student took the equivalent of one-half of the full-time schedule during the preceding year and is making progress toward graduation;
- enrollment of high school students cannot displace adult college students;
- students may be admitted for any semester on a space available basis;
- students must meet the same prerequisite requirements as adult college students;
- students must meet the same college and course admission requirements as adult college students.

Students enrolling under this provision, taking curriculum courses from the North Carolina Community College System Common Course Library, shall be exempt from applicable tuition. Students enrolling under this provision, taking continuing education courses from the Continuing Education Master Course List, shall not be exempt from applicable registration fees.

Courses in the North Carolina Community College System Common Course Library numbered 100 and above, except for Cooperative Education (COE), Selected Topics (SEL), and Seminar Topics (SEM) prefixes and/or any continuing education courses from the Continuing Education Master Course List are eligible for concurrent enrollment.

### Huskins Bill Courses

COA also works with local high schools to provide college level courses that are specifically created for high school students under the following conditions:

- high school students must be in grades 9-12;
- students must meet the same prerequisite and course admission requirements as adult college students;

- students must be recommended by the chief administrative officer of the high school for enrollment.

Students are exempt from applicable tuition. Local boards of education may pay for the cost of textbooks and fees for high school students enrolled in community colleges.

Courses are developed by COA and local high schools and are scheduled for the primary purpose of enrolling high school students. All courses delivered meet the same academic rigor as those delivered to adult college students, using college-level textbooks and college-level course material.

### Eligibility and Admission Requirements for Concurrent and Huskins Courses

- Students must be 16 years old.
- Students must be enrolled in high school at least half time.
- Students must have at least a 2.0 GPA to enroll in college transfer courses.

### Testing Requirements

- Students who have taken the SAT Verbal test must have scored a minimum of 440 and must have taken the SAT II for math placement.
- Students who have not taken the SAT must take COMPASS or ASSET tests at their high school or at their nearest COA testing center.
- Students who score in the basic skills range on COMPASS or ASSET are reported to the high school counselors who are urged to direct the students to remediation.
- Students who score in the range appropriate for the class(es) they desire must complete (with the assistance of their high school counselors, NCIH facilitators, COA Student Development personnel or Director of Secondary Education) a COA Application for Admission, a Registration form for their desired class(es), and a Huskins/Dual Enrollment Permission form with required signatures.

# Student Development

## Purpose of Student Development

The Student Development Division provides comprehensive support services to assist prospective and enrolled curriculum students reach their educational, career, and life goals. Student Development services address the needs of our diverse student population, improving student performance and persistence at College of The Albemarle. By assisting students to understand themselves and their environment, to set goals and priorities, and to develop skills for problem solving, the Student Development staff helps students to achieve their highest potential at the college and in life.

## Mission of Student Development

Services provided by Student Development staff support instructional programs and the purpose of the college. They include marketing of curriculum programs, recruitment of potential students, administration of scholarships and student aid, administration of veteran's educational benefits, admission of all curriculum students, placement testing and course placement, advising and registration of curriculum students, maintaining permanent curriculum student records and files, career counseling and resource materials, college transfer information, personal counseling and referral, instructional support, tutoring, administration of child-care funds, assistance for disadvantaged students, assistance for students with special needs, coordination of services with community resources, student activities, leadership development, educational workshops, and cultural events.

## Values Statement of Student Development

Student Development staff assists students, alumni, faculty, and staff in a friendly and thorough manner. We value honesty, courtesy, helpfulness, and professionalism. We endeavor to earn the respect of each individual we serve. We continually evaluate and improve our services, policies, and procedures to provide superior student development services.

## Student Development Purpose Statements

**Admissions and Testing:** Enroll and place students in appropriate college courses.

**Student Activities:** Offer students the opportunity to participate in extracurricular activities to enhance their educational experience.

**Student Scholarships and Financial Aid:** Provide financial assistance to students continuing their education.

**Registrar:** Keep permanent, official records; submit required reports; and certify eligible students for veteran's educational benefit.

**Counseling and Career Development:** Assist students to make appropriate educational and career choices and to enhance personal growth and development as they cope with the challenges associated with community college life.

## Trio Programs:

**Educational Opportunity Center:** Provide comprehensive services for a select group of eligible participants to enable them to pursue and complete a post-secondary education.

**Student Support Services:** Provide comprehensive services to eligible program participants to increase their likelihood of successfully completing academic programs of study, matriculating to 4-year colleges and/or entering the workforce.

## Student Development Goals

The Student Development Division of College of The Albemarle has established the overall goals listed below. Annual objectives are developed to accomplish these goals.

- \* Inform students and prospective students about curriculum programs and courses offered at College of The Albemarle.
- \* Provide assessment and course placement for curriculum students.
- \* Assist students to select and enroll in appropriate courses to reach their academic goals.
- \* Maintain accurate academic records.
- \* Administer scholarship and financial aid programs to assist students to pay for their education.
- \* Help students to enhance their personal growth and development.
- \* Provide career information and career counseling to enrolled and prospective students.
- \* Encourage students to participate in extracurricular activities which provide leadership training and team building experience.
- \* Coordinate the provision of educational support services including tutoring, child care, and appropriate educational accommodations.
- \* Plan and implement transition programs such as new student orientation and graduation.

## Career Development

A comprehensive career development program at College of The Albemarle includes career information and planning, placement services, career counseling, assessment and follow-up activities. Students are encouraged to engage in a continuous process of discovering their uniqueness, along with a knowledge of the world of work, and to relate that information directly to planning and achieving realistic and satisfying career and life goals.

Career counseling is offered individually or in a group setting to students who are undecided about their career goals. Various assessment instruments are available for students who prefer in-depth, one-on-one career counseling to enable them to choose career paths consistent with their values, personalities, interests, abilities, and lifestyle needs. The Director, Counseling and Career Development, is available for counseling and for assistance in using career resources.

## Counseling

At College of The Albemarle, we recognize the counseling function as an integral part of the educational process. Counseling enables students to enhance their personal growth and to cope effectively with crises. Counselors assist students in their personal, social, and academic development while at the college.

Counseling is a process of exploring issues, learning new ways to cope, and increasing satisfaction with life. Counselors can assist students in clarifying goals and finding solutions to problems through caring, listening, guiding self-exploration, suggesting new perspectives for consideration, and providing information. Counseling is not telling students what to do, how to feel, or who to be but, rather, helping them to identify what resources and programs will best meet their needs.

At times, everyone can benefit from a counseling relationship with a trained professional. Counselors can provide a safe environment for the student who wishes to discuss a particular issue relative to his or her personal life, and students can be assured that counseling sessions will remain confidential. Counselors also make referrals to other campus and community resources when appropriate to assist students in meeting their specific needs.

## Job Placement

College of The Albemarle provides both educational and job placement assistance for its students. Students who will be seeking full-time employment following graduation are urged to register with the Director, Cooperative Education and Job Placement, three months prior to their graduation date. In addition to job placement assistance, the Director, Cooperative Education and Job Placement, regularly trains students in successful job-seeking skills.

Current job listings are posted in the Placement Office. Students desiring employment are recommended to prospective employers in business and government and are notified of vacancies. Students registered in the Job Placement Office are eligible for interviews with recruiters who visit the campus seeking applicants for jobs.

Students seeking curriculum-related, part-time employment while attending College of The Albemarle should contact the Director of Cooperative Education and Job Placement. Students can receive academic credit in several majors while earning income through the Cooperative Education program. To earn credits through the program, a student must have completed 12 semester hours with at least a 2.0 Grade Point Average.

There is no charge for any of the services available through the Job Placement Office.

## Student Government/Student Activities

Student activity fees are utilized by the Student Government Association to support dances, concerts, intramural sports, conferences, and cultural events. Any expenditure from the student activity fee fund must directly benefit students.

College of The Albemarle students shall be encouraged to maintain a student government organization for the practice of responsible citizenship by participating in self-government.

The Student Government Association (SGA) President from the Elizabeth City Campus serves as an ex-officio, non-voting member of the Board of Trustees. The SGA officers serve as the voice for students of COA in planning, implementing college-wide activities, and representing the college at state-wide events.

Members of the Student Senate serve on the following standing committees: Planning Council, Student Affairs Committee, and Student Disciplinary Committee.

Members of the Student Senate serve on the Ad-Hoc Facilities Planning Committee and may also be asked to serve on various employee search committees.

# Student Rights, Regulations & Responsibilities

College students are considered to be mature individuals. Their conduct, both on and off campus, is expected to be that of responsible adults in public places. Common courtesy and cooperation are the basic rules for conduct at the college. Students are required to know and follow the college regulations listed below.

## Academic Integrity

1. Each student is held responsible for information published in the College of The Albemarle Catalog, Student Handbook, and announcements placed on student bulletin boards.
2. Cheating and plagiarism are those processes of utilizing as one's own, another's work, words, or ideas. Those processes are not the mark of a competent college student; students who cheat or plagiarize are subject to disciplinary action by the college.
3. College of The Albemarle honors the right of free discussion and expression. That these rights are a part of the fabric of this institution is not questioned. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of others cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively but also fairly and impartially without regard to race, religion, gender, and political beliefs. Students interested in information concerning campus demonstrations are required to consult with the Vice President, Student Development; the Dean, Dare County Campus; or the Dean, Edenton-Chowan Campus.

## Courtesy/Social Behavior

4. Dress Code (see page 40.)
5. Without the prior approval of an instructor, the use of cell phones, pagers, portable audio/video players, or other similar equipment by students in classrooms and labs is prohibited. Students may not use such equipment in common areas in a manner that disturbs others.
6. Admittance to all social events will be by student identification cards.
7. No outside guests, other than a student's date, are allowed at college social events.
8. General misconduct by students and/or their guests at college functions will subject students to disciplinary action by the Student Disciplinary Committee.
9. Students will be expected to make use of the disposal containers in the halls, Student Center, shops, classrooms, and on student grounds, including designated smoking areas.
10. The use of all tobacco products is permitted only in outside designated smoking areas. Receptacles are available at the entrances for the disposal of

cigarette butts. Smoking is prohibited inside all college locations including all buildings at the main campus in Elizabeth City, the Extension Center on Riverside Avenue, and all other college locations, campuses, and centers.

11. Unlawful harassment includes, but is not limited to, unwelcome unlawful advances, requests for unlawful favors, unlawful discussions or comments and other verbal or physical conduct of an unlawful nature when:
  - a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
  - b. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual; or
  - c. Such conduct has the purpose or effect of unreasonably interfering with an employee's work or performance or creating an intimidating, hostile, or offensive environment.

Examples of unlawful harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for unlawful involvement accompanied by implied or overt promises of preferential treatment or threats; pressure of unlawful activity; continued or repeated offensive unlawful flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body, physical characteristics, nationality, religious beliefs, race, or other protected characteristics; unlawfully degrading words used toward an individual or to describe an individual; or the display in the workplace of unlawfully suggestive objects or pictures. Unlawful harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by employees or prospective employees.

## Safety/Legal Concepts

12. Any and all actions or materials prohibited by federal, state, and city/county law are also prohibited on the college campus. Students who do not abide by these laws are subject to disciplinary and/or legal action. The college is not bound by the outcomes of any other judicial process and will proceed according to its own disciplinary procedures.
13. The use of skateboards, rollerblades, or other similar devices on the campus is prohibited.
14. Students who negligently lose, damage, destroy, sell, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and be subject to disciplinary action.

15. Students who engage in such acts as stealing, cheating, gambling, using profane language, engaging in personal combat, and possessing firearms or dangerous weapons on college property are subject to disciplinary action.
16. No student or visitor shall possess or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14284.1, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapon of like kind, not used solely for instructional or school sanctioned ceremonial purposes, in any college building, or vehicle or other property owned, used, or operated by the college. Currently employed law enforcement officers are not subject to this rule.

### Respect for Normal Operation

17. Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages or invites others to engage in individual or collective conduct which destroys or significantly damages any college property; which impairs or threatens impairment of the physical well-being of any member of the college community; or which because of its violent, forceful, threatening, or intimidating nature or because it restrains freedom of lawful movement or otherwise prevents members of the college community from conducting their normal activities within the college, shall be subject to prompt and appropriate disciplinary action which may include suspension, dismissal, and/or legal actions from the college.

The following, while not intended to be inclusive, illustrate offenses which are regarded as obstructive and disruptive:

- a. Behavior that disrupts any normal operation of the college;
- b. Use of profanity or other offensive language verbally or in writing;
- c. Occupation of any college building or part thereof with intent to deprive others of its normal use;
- d. Blocking the entrance or exit of any college building or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room;
- e. Setting fire to or by any other means destroying or substantially damaging premises;
- f. Any possession or display of or attempt to threaten to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any college building or on any college campus;
- g. Prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any college class or activity or of any lawful meeting or assembly in any college building; and
- h. Blocking normal pedestrian or vehicular traffic on or into any college campus.

### Substance Abuse Policy

College of The Albemarle provides a safe and healthy environment for students to pursue academic excellence, technical and vocational training, career opportunities, and personal growth and development. Protecting this environment includes keeping it drug-free. College of The Albemarle may permit or request law enforcement personnel to conduct drug searches on College of The Albemarle property. Such searches may be performed on a random or periodic basis and may also be performed when administration or law enforcement officers have a reasonable suspicion that illegal drugs may be present on campus. All searches will be executed in compliance with and to the fullest extent allowed by state and federal laws. Some programs, such as nursing, have a more detailed substance abuse policy. If there is any suspicion of substance abuse, the student is required to have and pay for a drug screen.

Under no condition will intoxicating liquor (defined as any beverage containing as much as one-half of one percent of alcohol), narcotics, illicit drugs, hallucinogens, barbiturates, or amphetamines be permitted in or on college property. Off-campus college-sponsored events are subject to the requirements of state and federal laws (Chapter 18B of General Statutes of North Carolina, 21 CFR Part 1308 and other Federal Regulations). Students representing the college at off-campus events are required to know and follow the student rights and responsibilities printed in the current college catalog. No student organization or club shall purchase, give away, or sell any aforementioned intoxicating beverage or substance. Anyone known to be under the influence of any aforementioned substance is prohibited from the college property. In addition, the introduction, possession, sale, exchange, and/or use thereof is considered grounds for dismissal and possible legal action. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.

"Controlled substances" include any drug listed in 21 CFR Part 1308 and other federal regulations. Generally, these include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician.

Alcoholic beverages include beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statute of North Carolina.

Any student convicted of violating any criminal drug statute while in the workplace (work-study), on the college premises, or while part of a college-sponsored activity will be subject to disciplinary action up to and including termination and dismissal. An alternative may include completion of an approved drug abuse or alcohol rehabilitation program as a precondition for continued employment or enrollment at the college.

Students must inform the college in writing within ten (10) working days of being convicted of a violation of any criminal drug statute or alcoholic beverage statute that occurred while on the college campus or while participating in college-sponsored activities.

If work-study students working under federal grant monies are convicted of violating drug laws in the workplace, on college premises or as part of a college-sponsored activity, they will be reported to the appropriate federal agency. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

Students receiving a Federal Pell Grant must abide by the Anti-Drug Abuse Act Certification printed on the Student Aid Report.

## Dress Code

The college expects all students to dress in a manner in keeping with the serious academic intent of the college and in a manner acceptable to the community. COA invites prospective employers and business leaders on campus throughout the academic year. Students should keep in mind that they may have an opportunity to meet their prospective employers, and first impressions are lasting impressions.

In light of these considerations, students are expected to use their own judgment in appropriate dress within the generally accepted bounds of good taste. Although the College does not intend to impose upon individual style or creativity, students are prohibited from wearing clothing that is sexually suggestive or revealing. Students will not be permitted to dress in a manner which disrupts the educational environment.

While students may dress casually, they should present a clean and appropriate appearance at all times. Shirts and shoes are required at all times while the student is on campus or while attending a COA activity, function, or event off the COA campus. Caps and hats should not be worn in any classroom except in certain circumstances which may be approved by the faculty member in charge.

Students are expected to dress in a manner appropriate to their major area of study. Certain technical or vocational curricula, such as the allied health programs, may require special attire for clinical or laboratory areas. BLET students are required to wear uniforms at all times while in class. A student may not attend classes or laboratory work conducted in the clinical or laboratory areas if such student is in violation of the dress codes for such areas.

Students who fail to adhere to the above guidelines are not allowed in any campus facility and are subject to disciplinary action which may include suspension and/or expulsion.

## Student Disciplinary Procedures

### 1. Filing of Complaints

- A. A College of The Albemarle student who violates a college regulation or any other policy of College of The Albemarle as listed under *Students Rights, Responsibilities, and Regulations* in the college catalog and *Policy and Procedure Manual* is subject to disciplinary action. An incident report form must be completed by a College of The Albemarle faculty or staff member and submitted to the Vice President, Student Development; the Vice President, Business and Finance; and Security as soon

as practical but no later than ten (10) working days following the incident. The Associate Dean, Basic Skills Education, receives incident report forms for incidents involving basic skills education students. The Assistant Vice President, Corporate and Continuing Education, receives incident report forms for incidents involving continuing education students. The Dean, Dare County Campus; the Dean, Edenton-Chowan Campus; or designee will also receive the incident report forms for incidents involving any students that occur at the Dare County Campus or Edenton-Chowan Campus respectively.

On the Elizabeth City Campus, a duty counselor is assigned each day to investigate incidents involving curriculum students. The Administrative Assistant, Student Development, keeps a schedule of duty counselors and incident report forms. Incident report forms are also kept at the switchboard operator station on the Elizabeth City Campus. Procedures in section B shall be followed.

- B. Any College of The Albemarle student, faculty, or administrator may submit a complaint against a student accused of infractions of rules or regulations applying to student behavior. An incident report form must be submitted within ten (10) working days of the incident to the appropriate college official: Vice President, Student Development, for curriculum students; Associate Dean, Basic Skills Education, for basic skills education students; or Assistant Vice President, Corporate & Continuing Education, for continuing education students; or their respective designee. The Dean, Dare County Campus, or the Dean, Edenton-Chowan Campus, or designee, will receive the complaint for incidents occurring at the Dare County Campus or Edenton-Chowan Campus respectively. Late reporting will be grounds for dismissal of the complaint without further investigation.

The complainant shall submit a written statement of the complaint (incident report form) to include the name of the accused, the date and time of the incident, a specific description of the alleged behavior, and the rules violated by the alleged behavior. The college official shall immediately schedule an appointment with the complainant. A list of witnesses that may appear must be submitted. The college official will decide with the complainant if the complaint can be resolved by a discussion between the complainant, the accused, and the college official, or whether the complaint should be forwarded to the College Disciplinary Appeals Committee for curriculum students or the Basic Skills Education/Continuing Education Disciplinary Appeals Committee for Basic Skills Education or Continuing Education students. The committee chair will approve all participants at the hearing.

For complaints to be heard by the College Disciplinary Appeals Committee about a curriculum student, the complainant or the appropriate college official who received the complaint must notify in writing the Vice President, Instruction, of the complaint and request that the College Disciplinary Appeals Committee be convened to hear the charges. For a complaint about a basic skills education student or continuing education student, the complainant or the appropriate college official who received the complaint must notify in writing the Vice President, Corporate & Continuing Education,

and request that the Basic Skills Education/Continuing Education Disciplinary Appeals Committee be convened to hear the charges.

## II. Sanctions

- A. **Reprimand:** A COA student committing minor misconduct will be counseled and reprimanded by a college official. A copy of the incident report will be placed in the student's file. Also, a copy of the incident report will be given to the student as an official written notice that any subsequent offense against the Student Rights, Responsibilities, and Regulations policy will carry heavier penalties because of this prior infraction.

- B. **Restrictive Conditional Status:** A COA student who has received a reprimand and then violates a college regulation may be placed on restrictive or conditional status. A student who violates a college regulation as listed under Students Rights, Responsibilities, and Regulations may be placed on restrictive status without having previously received a reprimand.

A student placed on restrictive or conditional status must be in a class he/she is currently enrolled in or studying in the library when on campus. He/she will be limited to one-half hour daily in the student center. Restrictive or conditional status may include a restriction from an area or service a student has abused (e.g. computer access in the LRC) or from the college campus entirely. Restrictive or conditional status may include other requirements such as specific academic, attendance or behavioral standards.

The staff member placing the student on restrictive or conditional status will notify the student in writing of his/her restrictive status. Restrictive or conditional status will remain in effect for no less than one month. Security guards will be notified of the student's restrictive or conditional status and enforce it. The Vice President, Student Development, and the Vice President, Business and Finance, will be notified as well.

If any of the conditions of restrictive or conditional status are violated, the student who is placed on restrictive status will be subject to suspension from College of The Albemarle for no less than three months.

- C. **Restitution:** A COA student who damages, misuses, destroys or loses college property will be required to pay for the replacement of such property. An incident report will be completed and the fair market value of the property will be calculated. Students with an outstanding monetary balance may be barred from continuing their education at College of The Albemarle and from receiving transcripts. Other disciplinary procedures may be applied in addition to restitution.
- D. **Withdrawal from Class and/or Program:** Instructors are not expected to tolerate the continued presence of any student whose behavior adversely affects the progress of a class. Responsibility for classroom control and discipline rests with the instructor. When an instructor with the approval of their immediate supervisor, withdraws a student from a class and/or program for breaking a college or program regulation, the incident shall be reported to the Vice President, Instruction and the Vice President, Student Development, or their designees. The student will be notified of his/her withdrawal by the instructor or supervisor immediately.

The date and time of this notification shall be documented by the instructor or supervisor.

A student withdrawn for disciplinary reasons may appeal this action to the Vice President, Instruction or designee in writing by 5 p.m. on the next business day from the day of withdrawal. Once the appeal is received, the Vice President, Instruction or designee shall convene a panel consisting of at least three full-time employees of the college who hold the title of Department Chair or higher for faculty, and Director or higher for staff to hear the appeal.

The hearing shall be held within two (2) working days following receipt of the appeal from the student except in unusual circumstances, or with the consent of the student. The members of the panel shall not have initiated or been involved in the action(s) leading to the withdrawal of the student or any administrative appeals by the student.

The decision of the panel may be reviewed by the Vice President, Instruction who may uphold, modify, or set aside the decision of the panel. The merit of the review will be based upon the evidence submitted at the hearing and determining whether proper procedures were followed. The decision of the Vice President, Instruction is final.

Faculty members are reminded that it is their first responsibility to take such actions as are necessary to avoid aggravating, difficult, or dangerous situations. Argumentative and threatening statements should not be made.

Procedures for handling disciplinary matters have been established. No action should be taken which is prejudicial to the rights of the student or which may restrict the course of action which may later be taken by the college.

- E. **Suspension:** A COA student who commits an act of misconduct that threatens the health or well being of any academic community member, or causes serious disruption at the college, will be suspended from the college for no less than one semester. An instructor or staff member will complete an incident report form and submit it to the Vice President, Student Development, for curriculum students; the Associate Dean, Basic Skills Education, for basic skills education students; or the Assistant to the Vice President, Corporate & Continuing Education, for continuing education students as soon as possible but no more than one day following the incident. The Dean, Dare County Campus or Dean, Edenton-Chowan Campus will receive the completed incident forms for incidents occurring at the Dare County Campus or Edenton-Chowan Campus respectively.

The appropriate college official or his/her designee is responsible for investigating the incident and for implementing the suspension of a student from College of The Albemarle's program under his/her respective purview. The student shall be notified of the suspension in writing immediately. Written notice shall be presented in person with a COA staff member witnessing the act, by certified mail, or by regular US mail to the student's last known address providing the student with a list of the charges, the rules that were violated, the suspension decision, and instructions governing the appeal process.

- F. **Dismissal:** A COA student who engages in criminal actions, or serious or repeated violations of college policies, will be immediately dismissed from the college for no less than one year. The student may also face criminal prosecution for violations of law. The Vice President, Student Development; Vice President, Instruction; Vice President, Business and Finance; Associate Dean, Basic Skills Education; Assistant to the Vice President, Corporate & Continuing Education; Dean, Dare County Campus; Dean, Edenton-Chowan Campus; or his/her designee is responsible for investigating the incident and for implementing the dismissal of a student from College of The Albemarle. The student shall be notified of the dismissal in writing immediately. Written notice may be presented in person with a staff member witnessing the act, by certified mail, or by regular US mail to the student's last known address providing the student with a list of the charges, the rules that were violated, the dismissal decision, and instructions governing the appeal process.

The above sanctions will be imposed by College of The Albemarle for infractions of college regulations or other college policies. Criminal charges may be filed for violations of state and federal law.

### III. Disciplinary Appeals Procedures

A curriculum student may appeal his/her suspension or dismissal to the Student Disciplinary Committee. This appeal must be delivered in writing to the Vice President, Instruction, within three working days of the student's notification of suspension or dismissal. A basic skills education or continuing education student may appeal his/her suspension or dismissal to the Basic Skills Education/Continuing Education Appeals Committee. This appeal must be delivered in writing to the Vice President, Corporate & Continuing Education within three (3) working days of the student's notification of suspension or dismissal. Appeals must include a response to the charges and a list of witnesses that may be present at the hearing. The committee chair has the right to approve all participants at the hearing.

The purpose of the Student Disciplinary Committee is to hear the facts and to uphold, modify, or reverse a disciplinary action against a COA student. These committees may also hear charges against a student made by another student of infractions of rules or regulations applying to student behavior, to judge the guilt or innocence of students so charged, and to decide upon actions to be taken against students judged to be guilty of such actions. The Vice President, Instruction, or designee, serves as the chair and votes only in the event of a tie. The Vice President, Student Development, will be a non-voting member.

The Basic Skills Education/Continuing Education Appeals Committee is composed of the Vice President, Student Development; The Instructor/Coordinator of the HRD/GED Program; the Associate Dean, Basic Skills Education; the Vice President, Corporate & Continuing Education; and the Assistant to the Vice President, Corporate & Continuing Education. The Associate Dean, Basic Skills Education votes only during hearings for continuing education students. The Assistant to the Vice President, Corporate & Continuing Education votes only during hearings for basic

skills education students. The Vice President, Corporate & Continuing Education, serves as the chair and votes only in the event of a tie. A representative from the Dare County Campus or Edenton-Chowan Campus shall be appointed as a voting member to these committees for appeals heard for a Dare County Campus student or Edenton-Chowan Campus student respectively.

The following process will be initiated after a written appeal is made or after a college official refers an incident to a disciplinary appeals committee based upon their findings.

1. The committee chair shall distribute copies of the appeal or complaint to the committee members. For an appeal, the committee chair will notify the college official who made the decision to implement the disciplinary action that a letter of appeal has been received. A copy of the incident report and documented investigative reports relevant to the case will be forwarded to the committee chair. For a complaint, the committee chair will hand deliver or mail by certified mail a copy of the complaint to the accused student. The committee chair will request a written response to those charges to be submitted prior to the scheduled hearing.
2. The committee chair will notify committee members, student making the appeal, or the complainant, and the accused of the hearing date and time. No more than ten (10) working days will elapse between the receipt of the complaint and the hearing. The committee chair must be notified, in advance, if any party is unable to appear at the scheduled meeting for a valid reason and the hearing will be re-scheduled.
3. If any party fails to appear at the scheduled hearing without valid reason, the committee may make its decision based upon any information received from parties or witnesses appearing at the hearing and/or the written documentation submitted prior to the hearing.
4. No member of the committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the committee chair except in the event of replacing the Student Senate representative, whose replacement shall be appointed by the President of the Student Senate.
5. The committee chair shall preside over the hearing and shall establish procedures for the hearing including:
  - a. Determining who will be allowed to attend the hearing;
  - b. Deciding whether to allow any party to the proceeding to have a representative;
  - c. Establishing the order in which the sides shall present their information and establishing time frames therefore;
  - d. Reporting, or selecting a committee member, to report the committee's decision; and
  - e. Making a verbatim transcript of the hearing.
6. The student making the appeal or the accused and the complainant will each present their own case and may call witnesses that have been approved prior to the hearing by the committee chair.
7. Members of the committee shall have the right to call other persons to appear and to question anyone present.



8. Copies of the committee's case summary shall be kept permanently in the following locations: committee chair's office; the appropriate college official's office (Vice President, Student Development, for curriculum students; Associate Dean, Basic Skills Education, for basic skills education students; Assistant Vice President, Corporate & Continuing Education, for continuing education students; Dean, Dare County Campus for students attending the Dare County Campus; or Dean, Edenton-Chowan Campus, for students attending Edenton-Chowan Campus) to be retained in files separate from the student's permanent academic files. A third copy shall be mailed by certified mail to the student or hand delivered to the student with a staff member witnessing the act. The Vice President, Instruction, shall retain the recording.
9. An appeal of a decision by the Student Disciplinary Committee may be made by writing the President of the college within ten (10) working days after the student has received notice of the decision of the committee. An appeal of the decision by the Basic Skill Education/ Continuing Education Appeals Committee may be made by writing to the Vice President, Instruction, or designee, within ten (10) working days after the student has received notice of the decision of the committee. The President or Vice President, Instruction, will judge the merit of the appeal based on the committee's decision; the evidence submitted at the hearing; and determining whether proper procedures were followed. The decision of the President or the Vice President, Instruction, shall be final.

## Unlawful Harassment Policy and Procedure

It is the policy of College of The Albemarle to prohibit sexual and other unlawful harassment of staff, faculty, and students. All administrators, department heads, and supervisors are responsible for disseminating and enforcing this policy.

Actions, words, jokes or comments based on an individual's protected characteristic such as sex, race, national origin, age, religion or any other legal protected characteristic will not be tolerated. Unlawful harassment includes, but is not limited to, unwelcome unlawful advances, requests for unlawful favors, unlawful discussions or comments, and other verbal or physical conduct of an unlawful nature when:

- Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work or performance or creating an intimidating, hostile or offensive environment.

Examples of unlawful harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for unlawful involvement accompanied by implied or overt promises of preferential treatment or threats; pressure of unlawful activity; continued or repeated offensive unlawful flirtations, advances, or propositions; continued

or repeated verbal remarks about an individual's body, physical characteristics, nationality, religious beliefs, race, or other protected characteristics; unlawfully degrading words used toward an individual or to describe an individual; or the display in the workplace of unlawfully suggestive objects or pictures. Unlawful harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by employees or prospective employees.

Any other act of harassment relating to protected characteristics that is demeaning to another person or group of persons, undermines the integrity of the employment relationship, or creates a hostile or offensive working environment is strictly prohibited.

In addition to constituting a violation of the policy of College of The Albemarle, discrimination is unlawful and a violation of Title VII of the Civil Rights Act of 1964 where submission to such conduct is made, explicitly or implicitly, a condition of an individual's employment or education; or, submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or, such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

The college will make diligent efforts to correct, prohibit, or remedy the harassment and to protect the employee from further harassment. Retaliation against an employee who reports improper conduct in good faith is strictly prohibited.

Any faculty, staff, or student, male or female, found to have engaged in unlawful harassment, whether same rises to the level of a civil rights violation, will be subject to appropriate disciplinary measures commensurate with the offense, including but not limited to termination of employment or expulsion as a student. Any faculty or staff who receives a complaint of unlawful harassment from another faculty, staff, or student and fails to report the complaint to the proper office as hereinafter stated shall be subject to appropriate disciplinary action, including but not limited to termination of employment.

### Irresponsible Complaints

Irresponsible accusations made against another employee with a motive to harass, embarrass, or discredit that employee are contrary to this policy and may lead to disciplinary action.

### Retaliation

Retaliation in any form against any person who has made a complaint of unlawful harassment in violation of the policy of College of The Albemarle is prohibited. Retaliation is defined as seeking to get back at, punish, or cause harm or detriment to the employment or academic standing of a person who asserts a claim of unlawful harassment. Regardless of the merits of the alleged unlawful harassment, any faculty, staff, or student found to have retaliated, or threatened to retaliate, against any person pursuing his or her rights under College of The Albemarle's "Unlawful Harassment Policy and Procedures" shall be subject to appro-

priate disciplinary measures, including but not limited to termination of employment or expulsion as a student.

### Procedures

Because of the sensitive nature of conduct constituting unlawful harassment, a balance must be struck between confidentiality and due process. Accordingly, an informal grievance procedure is offered with emphasis on confidentiality and with the following procedural features:

- Most complaints are handled informally.
- Informal procedures are optional, and individuals can choose to bypass them, discontinue them, or initiate a formal complaint while using them.
- The purpose of dealing with a complaint informally is to stop the offending behavior and to resolve the matter as expeditiously as possible.

A formal grievance procedure is offered with emphasis upon due process.

### Informal Grievance Procedure

1. Any faculty, staff, or student who believes he or she has been a victim of unlawful harassment should contemporaneously document in writing the name of the person believed to have engaged in unlawful harassment, the objectionable conduct believed to constitute unlawful harassment, the nature of the objectionable conduct, and the names of any other witnesses thereto. The writing or documentation is not required, but it will be useful in any investigation or proceeding subsequently arising from the objectionable conduct.
2. The faculty, staff, or student who believes he or she has been a victim of unlawful harassment is encouraged, but not required, to privately confront the harasser, firmly discuss the specific objectionable conduct at issue, and request that the harasser cease and desist from further incidence of such conduct.
3. If the faculty, staff, or student who believes he or she has been a victim of unlawful harassment does not wish to confront the person believed to have engaged in such objectionable conduct, or if unlawful harassment continues after such confrontation, or if retaliation occurs, or is threatened by virtue of the complaint alleging unlawful harassment, the said victim of unlawful harassment shall report the matter to the Vice President, Student Development, if the victim and the alleged harasser are students or to the Director, Human Resources, in all other situations. Any faculty or staff who receives notice of a complaint of unlawful harassment shall immediately refer the complainant to the Vice President, Student Development, or Director, Human Resources, as appropriate, and shall not attempt to investigate or otherwise dispose of the matter.
4. Upon receipt of a complaint alleging unlawful harassment or retaliation arising out of conduct alleged to constitute unlawful harassment, the Vice President, Student Development, or Director, Human Resources, as applicable, shall immediately schedule a confidential appointment with the victim of the alleged unlawful harassment or retaliation. The Vice President, Student Development, or the Director, Human Resources, as applicable, shall conduct the initial interview, and any other interviews or conferences subsequent thereto, in the presence of a counselor of the same gender as the victim selected by the Vice President or Director, Human Resources, to provide the victim with support in discussing sensitive subjects and circumstances. At the initial interview, the Vice President, Student Development, or Director, Human Resources, as applicable, shall assist the victim of the alleged unlawful harassment or retaliation in preparing a written statement of the complaint to include the name and position of the accused, the date or dates of the alleged unlawful harassment and/or retaliation, a specific description of the conduct, actions, or words which occurred on those dates and which are alleged to constitute unlawful harassment or retaliation; the names of any other witnesses to such conduct, words, or actions; and the date and statements made during any private confrontation with the accused together with the results thereof. This statement of complaint shall be deemed complete when signed and dated by the victim. The Vice President, Student Development, or Director, Human Resources, as applicable, shall request any contemporaneous writing documenting the objectionable conduct alleged to constitute unlawful harassment prepared by the victim of such conduct, if any, at the initial interview. The Vice President, Student Development, or Director, Human Resources, as applicable, shall retain all documents and writings in a separate, confidential file which shall not be released to anyone who is not directly involved in making the complaint, defending the complaint, or investigating the complaint on behalf of College of The Albemarle.
5. Within ten (10) working days of the preparation and receipt of the complete written statement of complaint, the Vice President, Student Development, or Director, Human Resources, as applicable, shall meet confidentially with the person accused of unlawful harassment in the presence of the counselor who was present during the alleged victim's initial interview. The college officials should seek resolution without identification of the complainant, if possible. If confidentiality is not possible, the complainant must determine whether to proceed to the next step. If so, the person accused shall be permitted to read the written statement of complaint and may, but is not required, to make any comments or defense thereto. The accused shall be instructed that he or she shall not approach, write, or in any manner discuss the matter with the alleged victim until such time as the informal resolution conference occurs. During said ten (10) working days, the Vice President, Student Development, or Director, Human Resources, as applicable, may make other discreet and confidential inquiries deemed necessary to investigate the merits of the alleged unlawful harassment. Any such inquiry shall avoid to the extent possible disclosing the existence of the complaint and the names of those persons involved therewith.
6. Within ten (10) working days of the preparation and receipt of the complete written statement of complaint, the Vice President, Student Development, or Director, Human Resources, as applicable, shall schedule an informal resolution conference at such time and location as will ensure and protect confidentiality. The complainant and the accused shall each be provided with at least twenty-four (24) hours advance notice of the time and place of the conference. The complainant and the accused shall be afforded the opportunity to meet together with the Vice President or Director, Human Resources, as applicable, for a final resolution conference.

sources, as applicable, and the counselor selected for the initial interview with the alleged victim and the initial meeting with the accused. However, if either the complainant or the accused objects to meeting in the other's presence, then the conference shall be conducted by means of the Vice President or Director, Human Resources, as applicable, and the counselor meeting in separate rooms with the complainant and accused at the location selected. The Vice President, Student Development, shall attempt to negotiate and mediate a resolution of the matter at the informal resolution conference. The agreed resolution or the fact that no agreed resolution resulted shall be documented in writing and included in the college's record of the incident.

7. If no satisfactory resolution is achieved through the informal process, the complainant will be free to choose whether to proceed with a formal grievance.

#### **Formal Grievance Procedure**

1. Any faculty, staff, or student who believes he/she has been a victim of unlawful harassment by another faculty, staff, or student may file a formal grievance against the alleged harasser without first completing the informal grievance procedure. A written complaint to the Vice President, Instruction, requesting that the College Disciplinary Committee be convened shall include the rule(s) or regulation(s) of student rights, responsibilities, and regulations, which allegedly have been violated. The Vice President, Student Development, may assist the victim of the alleged unlawful harassment or retaliation in preparing a written statement of the complaint to include the name and position of the accused, the date or dates of the alleged unlawful harassment and/or retaliation, a specific description of the conduct, actions or words which occurred on those dates and which are alleged to constitute unlawful harassment or retaliation, the names of any other witnesses to such conduct, words or actions, and the date and statements made during any private confrontation with the accused together with the results thereof. The procedures of the College Disciplinary Committee will then be initiated.
2. For complaints in which the alleged harasser is a college employee, the complainant, who believes he or she has been a victim of unlawful harassment, may file a formal grievance against the alleged harasser without first completing the informal grievance procedure by submitting a written complaint to the Director, Human Resources. Such claims should be filed within thirty (30) days of the alleged incident. The Director, Human Resources, shall appoint a five (5) member committee of which three (3) persons are members of the College Disciplinary Committee within ten (10) working days after receipt of the complainant's notice of intention to pursue the formal grievance procedure, to hear and determine the facts of the alleged unlawful harassment and/or retaliation, and to conclude by the greater weight of the evidence whether the policy has been violated and, if so, recommend disciplinary action, if any. If either the accused or the complainant finds that additional time is needed to prepare his/her case for the hearing, then a request for an extension of time must be submitted in writing to the committee chair.
3. The committee shall be charged with the duties imposed hereby and shall agree to keep the matter as con-

fidential as possible. The committee shall select a chair, select the date, time, and place for the hearing and thereafter advise the accused and the complainant at least ten (10) working days in advance of the hearing date, time, place, and their respective rights to be present, to present evidence, to call witnesses, to cross-examine adverse parties or witnesses, and to be represented by counsel. The chair shall be responsible for conducting the hearing. The hearing shall be recorded. Within ten (10) working days after the hearing is completed, the committee, by majority vote, shall issue in writing its findings, conclusions, and recommendations as to disciplinary action, if any, to the President.

4. Copies of the committee's findings, conclusions, and recommendations shall be delivered to the accused and the complainant who shall have ten (10) working days thereafter to submit a written appeal to the President regarding the hearing, committee findings, conclusion, or recommendation. The letter of appeal must include a complete statement of the grounds for the appeal, which may not include new evidence not previously considered by the hearing committee. While the appellant may or may not be invited by the President to make an oral argument, the President shall not receive any additional evidence in the matter, and his or her decision shall be based upon the record in the proceedings up to the date of the appeal to the President. Within ten (10) working days after receipt of the appeal, the President shall advise the accused and the complainant of his or her decision to adopt, modify, or reverse the findings, conclusion, or recommendations of the committee. If any finding, conclusion, or recommendation is not adopted, then reasons therefore will be stated by the President. The accused or complainant may appeal the President's decision to the Board of Trustees, or an ad hoc committee thereof, by letter to the Office of the President within ten (10) working days after receipt of the President's decision. The letter of appeal must include a full and complete statement of the grounds for the appeal.
5. Upon a timely appeal, the decision of the Board of Trustees, or an ad hoc committee thereof, shall be expressed in writing, with a copy to the accused and the complainant, and same shall be final.
6. The decision of the President and, if applicable, the Board of Trustees, shall specify the disciplinary action, if any, taken against the accused [i.e. warning, reprimand, suspension, (with or without pay), termination, probation, expulsion] and shall further specify what record, if any, shall be made of the incident in the accused person's regular personnel or student file.

The Grievance Procedure outlined shall be the exclusive procedure utilized in unlawful harassment complaints and/or retaliations arising therefrom notwithstanding any other grievance procedure set forth by the Board of Trustees.

#### **Relationships Between Students and Faculty/Staff**

The relationship between a College of The Albemarle faculty or staff and a student is inherently one involving a difference in power, a difference which may be slight under most circumstances but which may be substantial when that student is under the direct tutelage or supervision of the faculty or staff. Because of the power difference under such circumstances, it may be impossible for a balanced, truly

consensual "romantic or sexual" relationship between such parties to exist. Rather, there is a potential for power to be used to prolong or shape the relationship in ways that could not occur in absence of the potentially coercive power differential; thus, such relationships, though apparently consensual at the start, can develop very serious complications, including unlawful harassment. If an unlawful harassment claim arises out of a relationship between any member of the faculty or staff and a student, then consideration of age and the relative positions at the college of the two parties involved will be permitted in determining whether the claim is valid or not and whether the relationship is truly consensual or a result of unfair advantage. For that reason, faculty or staff and students are discouraged from promoting or becoming involved in a "romantic or sexual" relationship.

## **Student Grievance Procedures for Non-Disciplinary Issues**

### **I. Grievance Procedures on the Informal Level**

- A. Students who think they have received unfair or improper treatment should address the problem informally through discussion with the faculty member, staff member, or administrator involved. In certain situations, however, students may feel more comfortable in first discussing the problem with one of the Student Development counselors. This discussion should be to determine the necessary procedures to solve the problem at the lowest level.
- B. If this discussion does not resolve the situation, the student should request input from the immediate supervisor of the person involved. If the grievance involves a faculty member, the student should discuss the problem with the departmental chair; if the grievance involves a staff member or administrator, the student should discuss the problem with the appropriate dean or vice president; and if the grievance involves a vice president, the student should discuss the problem with the President of College of The Albemarle.

### **II. Grievance Procedures on the Formal Level**

- A. A student who is not satisfied with the resolution reached at the informal level may submit a formal grievance in writing to the appropriate vice president. This document must be submitted within 20 days after the alleged grievance occurred. The grievance must be dated and signed by the student and must include the following:
  1. A detailed description of the grievance and the facts related to the grievance;
  2. An identification of the person, policy, or procedure against whom or what the grievance is filed;
  3. An explanation of the steps taken in an effort to resolve the grievance at the informal level; and
  4. A description of the student's idea of a satisfactory resolution.
- B. The vice president will review the grievance, make such inquiries as deemed appropriate, and provide the student with a written response within 15 working days.

The decision will include the following:

1. A disposition of the grievances and discussion of the steps taken in the inquiry; and
2. Subsequent appeal steps possible for the student, such as pursuit of the grievance through discussion with the President of College of The Albemarle and/or appropriate college committees.

### **III. Appropriate Channels for Appealing Grievances at the Formal Level**

- A. A student who has an unresolved complaint involving a faculty member or a problem concerning an academic matter should submit a grievance to the Vice President, Instruction.
- B. A student who has a problem concerning a non-academic matter or a problem dealing with federal regulations concerning the handicapped (Section 504 of the Rehabilitation Act of 1973) should submit a grievance to the Vice President, Student Development.
- C. A student who has a problem involving sexual harassment or discrimination (Title IX of the Education Amendments of 1972) or affirmative action should contact the Director, Human Resources.

## **Student Records - Confidentiality**

College of The Albemarle recognizes the importance of exercising responsibility in the maintenance and security of all student records. In order to meet that responsibility and the requirements of the Family Education Rights and Privacy Act of 1974, as enacted by Congress, the college makes the following information known:

- I. Types of educational records and information which directly relate to students and which are maintained by the college:
  - A. Permanent Student Files: transcripts of work at other institutions, health forms or records, recommendation letters, placement test profiles, application and residency forms; and
  - B. Transcripts: academic record of all courses taken while enrolled at the college.
- II. The official responsible for maintaining each type of record, the persons who have access to those records, and the purpose for which they have access:
  - A. The Registrar: responsible for maintaining student files and transcripts;
  - B. The regular staff in the Student Development Office: access to the files for maintenance purposes;
  - C. The counselors and faculty advisors: access to the files for use in academic advisement;
  - D. Members of the Academic Appeals Committee: access when a case comes before the committee; and
  - E. Other authorized college committees: access whenever the nature of their responsibility requires access to student records (e.g., determining awards at graduation, etc.).
- III. The policy of the college for reviewing, maintaining, and expunging records:

- A. Allows the college to destroy all student records except the official transcript five years after the student leaves the college.
  - B. Acknowledges that parents and legal guardians of independent students 18 years of age or older do not have a right to view student records, grades, tests scores, etc., unless written consent from the student is received. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954 may review student records without the written consent of the student.
  - C. Requests for student transcripts will not be honored as long as the student has any outstanding debt to the college.
  - D. Official transcripts and replacement files will be forwarded only at the written request of the student and with the payment of \$5.00 for each transcript.
  - E. Written permission from the student is required before grades or records of students are released to faculty or to any agency, except as outlined previously in Section II. (Forms are available in the Registrar's office for this purpose.)
  - F. Permits instructors to post final exam and end-of-course grades, provided numerical codes are used, unless the student notifies each instructor five days before the end of the semester that he or she does not wish the grades to be posted.
- IV. The procedures established by the college providing access to student records:
- A. Upon receipt of a written request from the student, the Registrar within 30 days is responsible for the following:
    - 1. Allowing the student to inspect and review the permanent file and transcript;
    - 2. Providing the student with copies of the material, if the student so desires, at a cost of \$.50 per page;
    - 3. Interpreting the records to the student; and
    - 4. Allowing the student to challenge, in writing, the content of the files. (Upon receipt of the challenge, the Registrar shall conduct a hearing at which time any materials found to be inappropriate or misleading will be corrected. The student shall also have the opportunity to insert into his/her file any written explanation he/she deems appropriate.

# Additional Services for Students

## Academic Adjustments for Disabled Students

College of The Albemarle makes modifications in its academic requirements for disabled persons when it is established that, because of their disability, (1) they need additional time to complete degree and/or diploma requirements; (2) they need course substitution for specific courses required for the completion of a program of instruction; or (3) they need adaptations of the manner in which specific courses are conducted.

In addition, course examinations or other procedures for evaluating a student's academic achievement shall be adjusted as necessary for students who have a disability which impairs sensory, manual, or speaking skills; such adjustments to ensure that the results of the evaluation represent the student's achievement in the course rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors which the evaluation purports to measure). Such modifications, however, will not be made if academic requirements are demonstratively essential to the program of instruction being pursued by the student or to any directly related licensing requirements. If an instructor or student feels that accommodations are not appropriate, the instructor or student may appeal to the Student Accommodations Appeal Committee. The decision of this committee is final.

Learning disabled students who believe they need such modification of academic requirements for a program of instruction may submit a letter, with medical or educational documentation, at the time of application to the college. If an instructor or student suspects that a student has a learning disability, then the student should be referred to the Director or Intake Officer, Student Support Services program.

The use of tape recorders in classrooms and guide dogs in campus buildings by disabled students who need them shall not be prohibited. Furthermore, the college shall take such steps as are necessary to ensure that auxiliary aids are provided for disabled students enrolled in its programs of instruction.

## Student Support Services

College of The Albemarle provides a Student Support Services Program upon the receipt of federal funds for the program. This program serves students with academic potential who are economically disadvantaged and/or first-generation college students and students with learning disabilities or physical handicaps. The program offers supportive services to this select group of students who may not otherwise show their true academic potential. Academic advisement, no-cost tutoring, child care services, assistance in applying for financial aid, personal development counseling, resource information and guidance, and cultural enrichment activities are facets of the program which increase the likelihood that students will successfully reach their college goals.

The tutorial program is a component of Student Support

Services and is available to Student Support Services participants in all regular curriculum courses. The tutorial program is designed to help those students who are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors tutor those students in need of assistance. Students interested in the tutorial program should contact the Student Support Services Office or the program's Tutor Coordinator.

The child care program, also a component of Student Support Services, is a federally-funded project designed to meet the needs of single parents and/or homemakers who may not otherwise be able to attend classes. Depending upon the availability of funds, the college contracts with local child care providers who meet the standards of the Day Care Services Office to provide child care services to eligible Student Support Services participants enrolled in vocational and technical programs. Interested students should contact the Student Support Services Office or the program's counselor.

## Health Services

The college does not have an elaborate system of health services. A college representative will call 9-1-1, who dispatches the appropriate service in an emergency. A cost may be incurred by a student when Emergency Medical Services are used. First aid kits are available for student use at the reception desks and in selected laboratories. The college does not assume responsibility for the administration of first aid. Further information and procedures for handling accidents and emergencies are included in the college's Policy and Procedure Manual.

## Housing

Many students from other counties and states desire to live in Elizabeth City while attending College of The Albemarle. No dormitory facilities are provided. Students must arrange their own living accommodations. The college does not assume responsibility for the acquisition, approval, or supervision of such housing. Students desiring housing information may contact the Admissions Office and check bulletin boards on campus and in area businesses.

## Veterans Affairs

Veterans are invited to take advantage of the student services and educational programs offered by the college. College of The Albemarle cooperates with the Department of Veterans Affairs (DVA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Most curriculum courses listed in the catalog are approved for veterans' training as well as the GED high school equivalency programs. For information concerning approved courses, students should contact the Registrar.

All veterans and/or dependents are urged to contact local DVA offices or the North Carolina Department of Veterans

Affairs offices at least one month prior to enrollment at College of The Albemarle. The Registrar should be contacted for general information concerning DVA educational benefits at the time of initial enrollment at the college.

All general regulations contained in this catalog apply to all students. However, below are some special conditions for the enrollment of veterans and/or dependents of veterans.

1. Under laws and/or regulations governing institutions approved for training of veterans and/or dependents of veterans, certain documents must be on file prior to certification of enrollment for educational assistance purposes. No eligible person will be certified until the following documents are in the hands of the certifying official:
  - a. Application for admission;
  - b. High school transcript or its equivalent (GED);
  - c. Official transcripts of all previous education or training; and
  - d. Placement test scores if required for curriculum.
2. Changing Curriculum: Any deviation from an educational objective approved for DVA benefits constitutes a change of program. A Request for Change of Program (DVA Form 22-1995) must be filed with the DVA at the beginning of the semester in which the change is anticipated.
3. Address Change: The DVA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the N. C. Department of Veterans Affairs.
4. Auditing Classes: The DVA does not recognize auditing as part of a normal class load. Should a change to audit, allowable only until the last day to add classes, reduce the student's course load below the number of hours necessary to be considered a full-time student, the Registrar must notify the DVA of such change; and assistance pay will be adjusted accordingly. The following is a chart for determining student status for payment purposes (except for accelerated sessions):

Credit Hour	Enrollment:
12 or more	full time
9-11	3/4 time
6-8	1/2 time
less than 6	tuition only

5. Class Attendance: Students are expected to attend all classes. When excessive absences cause disenrollment by the instructor, the Registrar must notify the DVA of a reduced course load, which could affect assistance payments.
6. Withdrawals: Courses dropped after the official drop period (not to exceed 30 days, usually five days) which reduce the certified rate of pursuit could result in the reduction in rate of pursuit being retroactive to the beginning of the term. This applies particularly when a non-punitive grade is given by the instructor and no mitigating circumstances exist. Mitigating circumstances as defined by the DVA include the following:
  - a. Serious illness of the eligible veteran or person;
  - b. Serious illness or death in the eligible veteran's or person's immediate family; or

c. Immediate family or financial obligations which require a change in terms, hours, or place of employment which precludes pursuit of a course.

7. Special Restriction: Federal regulations prohibit the enrollment of an eligible veteran in any curricula for a period during which more than 85 percent of the students enrolled are having all or part of their tuition, fees, or other charges paid to or for them by the school, by the Department of Veterans Affairs, and/or by grants from any federal agency.
8. A veteran or other eligible person may not repeat any course for which credit has been granted and use those hours as a part of the DVA certification.
9. The school will report unsatisfactory progress at the end of the second term of Conditional Status when the eligible person has failed to reach minimum academic standards. The eligible person will not be recertified until the overall GPA is within the Scale for Determining Satisfactory Academic Progress.
10. Certain courses will not be counted toward hours for VA payment purposes. Subject to change; see the Registrar for more information.

College of The Albemarle reserves the right to cancel enrollment certifications of any veterans and/or dependents of veterans not making normal progress toward the educational objective approved for the Department of Veterans Affairs benefits as determined by appropriate college officials.

Records of progress are kept on both veteran and non-veteran students. Progress records are furnished to the students at the end of each scheduled school term.

## Emergency Message Procedure

College of The Albemarle does not have an intercom system or message center. Persons such as relatives, day care providers, children's schools, etc., should be informed that messages will only be delivered in an emergency/medical situation. Emergency messages are taken at the following numbers on the Elizabeth City Campus: 335-0821, ext. 2290, 2221, or 2218 and an attempt to locate the student in class is made; however, if the student is not in class, the message cannot be delivered. Emergency messages may be delivered at the Dare County Campus by calling 473-2264 or at the Edenton-Chowan Campus by calling 482-7900 and asking for the Edenton-Chowan Campus.

## Transcripts

College of The Albemarle charges a \$5.00 fee for each official or official issued-to-student COA transcript. Students and former students may come in person to the Student Development Office at the Elizabeth City Campus, Dare County Campus, or Edenton-Chowan Campus Administration Building, or mail a request for a transcript, including check or money order made out to COA, to:

College of The Albemarle  
Elizabeth City Campus  
P.O. Box 2327  
Elizabeth City, NC 27906-2327  
Attn: Transcripts

*College of The Albemarle does not fax transcripts. The college does not accept faxed transcripts as official.*

# Additional College Services

## Corporate and Continuing Education Division

One of the major functions of a comprehensive community college is that of providing business, workforce, and community development for adults in its service area. The Corporate and Continuing Education Division places a strong emphasis on the value of life-long education and provides a variety of courses, workshops, and programs to meet the particular needs and interests of individuals, businesses, and industries in the area.

Occupational and Community Service Education courses are offered for individuals 18 years of age or older and for those who need vocational or professional retraining and upgrading. Instruction is also available for those who desire to grow in basic knowledge, to improve in home and community life, and to develop or improve leisure time activities.

### Admission

Any adult 18 years of age or older who is not enrolled in public school may be admitted to a Continuing Education course. In some circumstances, with the approval of the appropriate public school official, a public school student between 16 and 18 years of age may enroll in certain courses.

Prior disciplinary records may be considered when students seek admission or readmission to the college. The college reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

### Course Schedules

A schedule of courses is published and mailed to every post office box holder and address in the college's seven-county service area prior to each semester. Courses are also announced through the local news media. Courses are organized on the basis of need, interest, and availability of suitable facilities and qualified instructors.

A current schedule of courses may be obtained by calling or visiting the Edenton-Chowan Campus, Dare County Campus, or the Elizabeth City Campus or by visiting our website at [www.albemarle.edu](http://www.albemarle.edu).

### Course Repetition Policy

Students who enroll in an occupational extension course more than twice within a five-year period shall pay a designated cost per contact hour of instruction. Students shall be primarily responsible for monitoring course repetitions; however, the college shall review records and charge students full cost for courses taken more than twice. Courses for certification, licensure, and recertification are exempt.

### Course Policy

All Community Service Education (personal enrichment) courses will be offered on a self-supporting basis; this means the minimum number of students paying a registration fee must cover all costs for the course. Under the policy, Senior

Citizens, Emergency Services Personnel and COA full-time employees are not exempt from paying registration fees for Community Service Education courses.

Students who take an occupational extension course more than twice within a five-year period shall pay a cost of \$5.16 per contact hour. For example, a course of 24 contact hours would cost \$123.84 ( $\$5.16 \times 24 = \$123.84$ ). Senior Citizens, Emergency Services Personnel (for employment-related courses only) and COA full-time employees are exempt from paying registration fees for occupational courses.

### Course Registration

Students in Corporate and Continuing Education offerings are requested to pre-register at least five working days prior to the class start date (phone, mail, fax, or in person). However, students may register the first night of the course if there are seats available. Students are not restricted by the number of times of re-enrollment in a Corporate & Continuing Education course except occupational extension; however, Corporate & Continuing Education instructors are expected to assist each student in developing educational goals which are progressive, measurable, attainable, and easily evaluated.

### Course Locations

Many Corporate & Continuing Education courses and services are provided on COA's three campus locations in Edenton-Chowan, Dare, and Elizabeth City. Additional courses are taught in surrounding communities or within a particular business or industry in the Albemarle area. Almost any course can and will be organized when a sufficient number of residents indicate an interest in having a course brought to a particular location and when instructional funds are available.

### Course Descriptions

Course descriptions for Corporate & Continuing Education courses are not listed in this publication because of the large number and variety offered. Specific course descriptions are furnished upon request. Courses not previously available may be offered to meet expressed needs of the community when evidence of such need is presented to the college.

Tuition is subject to change by the North Carolina State Board of Community Colleges.

Volunteer firemen, law enforcement personnel, and rescue/ lifesaving personnel are not charged a registration fee for enrolling in training courses. Prison inmates are not charged for any Continuing Education courses. Persons 65 years of age or older may also take occupational courses without paying registration fees.

Students are expected to provide the supplies, materials, tools, and books they will need in Corporate & Continuing Education courses. Instructional services and instructional materials are supplied by the college.

Accident insurance is available to all Corporate & Continuing Education students. This insurance is strongly suggested for students who participate in laboratory activities using



equipment and machinery which might cause physical injury. For information about accident insurance, students should visit or call the Business Office.

All persons who enroll in any COA program in which they could be exposed to bloodborne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (Contact the Corporate & Continuing Education office for specific information.)

### Registration Fee Refund Policy

The college will make a 100-percent refund of registration fees if a student officially withdraws from a course before the first course meeting. The college will refund 75-percent of the registration fee for occupational courses if the student officially withdraws from the course on the first day of the course or before the course reaches the 10-percent point. The 10-percent point varies from course to course. Students should call for specific dates. There are no refunds for self-supporting courses once they have begun. If the course is canceled or seats are not available in the class, COA will make a full refund.

### Certificates

College credit is not given for completion of Corporate & Continuing Education courses; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designated courses.

### Continuing Education Units

Since September 1, 1974, College of The Albemarle has maintained a cumulative record of all academic and occupational courses taken by Continuing Education students. Continuing Education Units (CEU's) are awarded on the basis of one CEU per ten contact (course) hours. For example, if a student is enrolled in a 36-hour course and attends at least 80 percent of the time, 3.6 CEU's will be awarded upon completion of the course.

Students who need transcripts or additional information about CEU credit should contact the Continuing Education Division.

### Learning Resources Center Privileges

Students participating in any of the programs offered by the college have the privilege of using all the services of the Learning Resources Center without additional charge. Continuing Education students, however, are required to complete an LRC application before checking out materials.

### Programs of Instruction

Program areas within the Corporate & Continuing Education Division are described as follows:

#### Occupational Extension Courses (Workforce Development)

Occupational extension courses consist of single courses, each complete in itself, designed for the specific purpose of training persons for employment, upgrading the skills of those presently employed, and retraining others for new employment in occupational fields.

### Small Business Center

#### Focused Industrial Training (FIT)

FIT is a special training program for North Carolina's traditional industries. Serving primarily manufacturing clients, FIT uses individualized needs assessments and consultations to design and implement targeted, customized training for organizations who need to upgrade workers' skills because of technological or process advances. How does FIT work? You identify a training need. FIT does a needs assessment. Together, we decide the kind and number of classes needed to meet your training goals.

#### New & Expanding Industry Training (NEIT)

Attracting and training a skilled and motivated workforce is crucial to any new or expanding company. No state has more experience helping companies with these important issues than North Carolina. The state pioneered free, customized job training for new and expanding businesses in 1958 and continues to provide the nation's most recognized customized job training service. Helping businesses maintain their competitive edge is a primary role of the North Carolina Community Colleges and their Customized Training and Development services. This specialized workforce training program has helped build success for companies that now call North Carolina home, and contributed to the multiple rankings that list North Carolina's business climate as one of the best in the nation.

#### Emergency/Public Services

College of The Albemarle offers the following programs to increase participants' competence in specialized occupational areas. For further information about any of the programs described, contact the Corporate & Continuing Education Division.

- A. Fire/Rescue Service Training provides a continuous program of training and education which prepares firefighters to confront situations nonexistent a few years ago.
- B. Law Enforcement Training courses are specifically designed as in-service and pre-service education for those individuals engaged in law enforcement activities. Provided at the request of law enforcement agencies, this training program is also designed to keep law enforcement officers abreast of legal and technological advancements while adding to their professional skills. Workshops and courses are offered on many topics.
- C. Emergency Medical Training provides organized courses for ambulance attendants in the college's service area. The North Carolina Office of Emergency Medical Services works with College of The Albemarle in developing courses for rescue squad units.

#### Community Service Education (Personal Enrichment)

College of the Albemarle sponsors and promotes a number of community services which contribute to the cultural, economic, and civic improvement of the Albemarle area. Such services may arise from almost every program area. Groups and agencies are invited to contact the Corporate and Continuing Education Division to arrange such activities.

## Special Projects

A variety of special projects as well as other programs and events are conducted by the college through special grants and funds. These special projects are frequently administered by the Corporate and Continuing Education Division. Examples include: Center for Learning in Retirement, Albemarle Community Chorale, and Duke Center for Non-profit Management.

## Basic Skills Education

Basic Skills includes the following programs of study:

### Adult High School

The Adult High School Diploma program is offered in cooperation with the public school system. Persons aged 18 or older may enter the program. Students with special needs who are 16 or 17 years old and are not enrolled in high school may also be admitted provided certain requirements are met. A diploma is awarded upon program completion and passing of the North Carolina Competency Test.

### General Educational Development (GED)

The General Educational Development (GED) program provides instruction and testing for adults to complete their high school equivalency. The GED consists of five tests in the areas of writing, social studies, science, literature, and mathematics. Adults who achieve a minimum qualifying standard score of 40 on each test and a total minimum score of 225 are awarded a High School Diploma Equivalency by the State Board of Community Colleges. Individuals 16 or 17 years of age who are not enrolled in high school may be considered to have special needs and be admitted into the program, provided certain requirements are met. A new version of the GED tests began January 1, 2002. Old scores will not carry over to the new test version.

### Adult Basic Education (ABE)

The Adult Basic Education (ABE) program is designed for adults, 16 or older, who are no longer enrolled in high school and are functioning below the high school level. The major objective of the program is to increase adults' abilities to function in society by providing instruction in reading, writing, speaking, and computation.

### English as a Second Language (ESL)

The English as a Second Language (ESL) program offers classes to help adults with limited or no English proficiency. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

### Compensatory Education (CED)

Compensatory Education (CED) is a program designed specifically for adults with mental handicaps and brain injuries who have not received an adequate education in a formal setting, or who desire to continue learning beyond secondary schools. The Compensatory Education Program provides students with the opportunity to develop skills needed to achieve independence, productivity, integration, and in-

clusion in communities in which they live. It is the intent of this program to make available to students the necessary supports and learning experiences to make informed choices regarding where they live, work, and socialize.

All classes are free, and students may enroll at any time.

### Human Resources Development (HRD)/Workforce Readiness

HRD is a program designed to provide employability skills training to unemployed and underemployed adults. Career awareness and development can be attained through assessment, building self-concept, communication, problem-solving and basic computer training. Workforce Readiness certificates will be awarded to students who have completed the skills development curriculum needed for job readiness.

## Learning Resources Center (Library)

College of The Albemarle provides library and learning resources on each campus, including books and periodicals, as well as online, database, audiovisual, and other learning services and resources to support and enrich the educational programs of the college. Most services and resources are provided free of charge to students, faculty, college staff, and community patrons.

Services and resources on the Elizabeth City Campus include a 35,000-volume library plus current and back issues of more than 150 magazines, academic journals, and newspapers, all housed in a 7,000-square foot Learning Resources Center. The LRC also provides a variety of CD-ROM databases, computers for accessing the Internet, computers for word processing, black-and-white and color laser printers, a coin-operated copier, videos, cassette tapes, music CDs, DVDs, a collection of children's books, as well as a well-lit, quiet place to study. The LRC acquires and maintains books and other materials for its North Carolina Collection, which includes books about North Carolina as well as books and other materials written by North Carolina authors. Microfilm copies of selected newspapers, including editions of *The New York Times* published during the Civil War, and a variety of historical records covering the college's service area are available for viewing on a microforms reader/copier.

Services and resources on the Dare County Campus include a 3,000-volume library plus current and back issues of 40 magazines, academic journals, and newspapers. Other resources include a selection of videos and the Dare County Collection. The Dare County Collection contains books about Dare County, by Dare County authors, as well as fiction that takes place on the Outer Banks. Computers in the LRC are loaded with all software applications taught on the Dare County Campus. In addition, all LRC computers are capable of accessing the Internet. Laser printers are provided for printing, and photocopies can be made for a small charge.

Electronic full-text journal articles and full-text books, including a variety of reference books, are available on all three campuses. Patrons may access the content of these books plus the content of more than 3,000 periodicals online through NCLive (North Carolina Libraries for Virtual Education), a collection of more than 100 electronic databases. NCLive may be directly accessed via the Internet from any computer that is connected to the college computer net-

work. Off campus, a patron may access NCLive via the Internet by using a password that is available to all students upon request. NCLive access is available 24 hours a day.

A state-of-the-art computerized library automation system, including an on-line catalog of books owned by the college, serves all three campuses. Any computer that allows Internet access can be used to search the college's library catalog. Besides being able to search COA's library catalog via the Internet, users can search the library catalogs of other community college libraries that are members of the Community College Libraries in North Carolina (CCLINC) system. A patron may use his or her library card number to order books and other materials directly from any CCLINC library and request that the materials be delivered, usually within four days, to one of COA's campuses. On-line access to the catalog is available 24 hours a day.

The LRC in Elizabeth City is also a member of the North Carolina Information Network, which allows LRC staff to search online for materials at libraries outside the CCLINC system and then borrow those materials for the patron through the Inter-Library Loan System. The Dare County Campus uses a similar service through the nearby Dare County Library. Patrons at the Edenton-Chowan Campus may request inter-library loan services via email to the Elizabeth City LRC.

Librarians and other trained library staff are available at each campus LRC to provide instruction and assistance in the use of all LRC materials, equipment, and services.

# Programs of Study

## Objectives

Within the framework of College of The Albemarle's mission statement, students who graduate from associate degree and diploma programs will be capable of the following:

1. Communicate effectively in speaking, writing, reading, and listening;
2. Apply concepts and/or performing skills in their chosen careers;
3. Use information to analyze problems and make logical decisions;
4. Demonstrate positive interpersonal skills in various aspects of life;
5. Demonstrate quantitative (numerical and/or computational) skills.

The college utilizes a three-level approach to curriculum design: general, program, and course objectives. Program objectives and individual course outlines are on file in the office of the Administrative Assistant to the Faculty. Program descriptions are included on the following pages.

## Comprehensive Articulation Agreement

Section 1 of HB 739 (1995 Session of the N.C. General Assembly) instructed the Board of Governors of the University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between them and the University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997.

The provisions of the legislation were consistent with the strategic directions adopted by the University of North Carolina Board of Governors. Similarly, the State Board of Community Colleges had established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System.

College of The Albemarle's Programs of Study beginning Fall 1997 reflect the System's Common Course Library and standards for programs of study and the Comprehensive Articulation Agreement, CAA, which addresses the transfer of students between institutions in the System and from the system to constituent institutions of the University of North Carolina. The Comprehensive Articulation Agreement was developed jointly by faculty and administration of the North Carolina Community College System and the University of North Carolina and applies to all North Carolina community colleges and all constituent institutions of the University of North Carolina.

The agreement enables College of The Albemarle graduates of two-year associate in arts and associate in science degree programs to transfer to constituent institutions of the University of North Carolina with junior status. Articulated program-by-program agreements for the transfer of graduates of associate in fine arts and associate in applied science degree programs to public universities are being developed on a system-wide basis wherever possible and appropriate.

Courses which do not originate at the community college and which are not listed on the approved college transfer list will be evaluated on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institution.

## Reading and Writing Across the Curriculum

The ability to communicate in written form is essential for success in college and the 21st Century workforce. Employers need individuals who can access, comprehend, evaluate and use information from a variety of technical and narrative sources. Successful individuals must also be able to summarize and organize information and communicate clearly in written form. To this end, College of The Albemarle has established the Reading and Writing Across the Curriculum requirement. Courses requiring extensive reading and writing skills require placement above or successful completion of RED 090 and ENG 090 or 095 prior to entrance into the respective course. Refer to the "Assessment and Academic Placement" section for further information on the assessment process and the "Developmental Education" section for additional information on the RED and ENG preparatory courses.

## Electives

Please note the following for all Associate in Applied Science programs.

Social/Behavioral Science Electives – Courses must appear in the Comprehensive Articulation Agreement list as "General Education: Social/Behavioral Science" in College of The Albemarle's 2005 – 2007 Academic Catalog.

Humanities/Fine Arts Electives – Courses must appear in the Comprehensive Articulation Agreement list as "General Education: Humanities/Fine Arts in College of The Albemarle's 2005 – 2007 Academic Catalog. Effective Fall 2002, COM prefixed courses are not allowed to meet the Humanities requirement.

## Programs of Study

Curriculum Program group titles are listed alphabetically below in bold type. The first character of the program code denotes the program's highest credential level at COA: A = associate degree; C = certificate; and D = diploma. The first two digits of the program code denote the program group title; the next two digits of the program code denote the individual program; if not "0," the last character of the program code denotes a concentration within a program.

The \* indicates that the program is offered in its entirety at the Dare County Campus.

Number	Title	page no.
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### Agricultural and Natural Resources Technologies

A 15 31 0	Marine Sciences*	61
C 15 31 A	General Marine Technology*	86
C 15 31 B	Marine Engines Certificate*	86
C 15 31 C	Fishing Certificate*	86
C 15 31 D	Captain's Certificate*	87

### Arts and Sciences

A 10 10 0	Associate in Arts*	62
A 10 10 D	Pre-Major in Criminal Justice*	62
A 10 10 P	Pre-Major in Elementary Edu.	63
A 10 20 0	Associate in Fine Arts	64
A 10 30 0	Associate in General Education*	66
A 10 40 0	Associate in Science*	66

### Biological and Chemical Technologies

A 20 10 0	Biotechnology (Instructional Services Agreement with Pitt Community College)	67
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### Business Technologies

A 25 12 0	Business Administration*	67
A 25 13 0	Computer Programming	68
A 25 26 0	Information Systems*	69
C 25 26 0D	Information Systems: Database Management	87
C 25 26 0S	Information Systems: Spreadsheets	87
C 25 26 0T	Information Systems: Technical Communication*	87
A 25 29 0	Internet Technologies	69
C 25 29 S	Internet Technologies/ Server Administrator	87
C 25 29 W	Internet Technologies/ Web Page Designer	87
A 25 31 0	Medical Office Administration	70
C 25 31 0M	Medical Office Administration/ Transcription*	87
A 25 36 0	Office Systems Technology*	71
C 25 36 0W	Office Systems Technology/ Word Processing*	87

C 25 36 0R	Office Systems Technology/ Receptionist*	88
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### Commercial and Artistic Production Technologies

A 30 30 0	Professional Crafts: Clay*	71
D 30 30 0	Professional Crafts: Clay*	72
C 30 30 B	Professional Crafts: Clay/ Basic Clay*	88
C 30 30 A	Professional Crafts: Clay/ Advanced Clay*	88
A 30 40 0	Professional Crafts: Jewelry*	72
D 30 40 0	Professional Crafts: Jewelry*	73
C 30 40 B	Professional Crafts: Jewelry/ Basic Jewelry*	88
C 30 40 A	Professional Crafts: Jewelry/ Advanced Jewelry*	88

(Professional Crafts: Jewelry is pending  
State Board of Community Colleges  
approval.)

### Construction Technologies

D 35 10 0	Air Conditioning, Heating & Refrigeration Technology	73
C 35 10 0I	HVAC, Entry Level I	88
C 35 10 0II	HVAC, Entry Level II	88
D 35 14 0	Building Construction Technology	74
C 35 14 0I	Building Construction Tech./ Level I	88
C 35 14 0II	Building Construction Tech./ Level II	89
D 35 18 0	Carpentry (Pasquotank Correctional Institution only)	74
C 35 18 0I	Carpentry (Pasquotank Correctional Institution only) Entry Level I	89
C 35 18 0II	Carpentry (Pasquotank Correctional Institution only) Entry Level II	89
D 35 22 0	Electrical/Electronics Technology	74
C 35 22 0I	Electrical, Entry Level I	89
C 35 22 0II	Electrical, Entry Level II	89

### Engineering Technologies

A 40 10 0	Architectural Technology	75
D 40 10 0	Architectural Technology	75
C 40 10 0	Architectural Technology	89
A 40 16 0	Computer Engineering Technology	76
C 40 16 0	Computer Engineering Technology	89

### Health Sciences

A 45 12 0	Associate Degree Nursing	76
A 45 12 0	LPN/ADN Option	77
A 45 40 0	Medical Assisting	77

**Health Sciences (continued)**

D 45 40 0	Medical Assisting	78
C 45 48 0	Nursing Assistant	90
D 45 66 0	Practical Nursing	78
D 45 74 0	Surgical Technology	79

**Industrial Technologies**

D 50 30 0	Machining Technology	79
C 50 30 0I	Machining, Entry Level I	90
C 50 30 0II	Machining, Entry Level II	90

**Public Service Technologies**

C 55 12 0	Basic Law Enforcement Training*	90
D 55 14 0	Cosmetology	80
C 55 14 0	Cosmetology	90
C 55 16 0	Cosmetology Instructor	90
A 55 18 0	Criminal Justice Technology*	80
A 55 20 0	Culinary Technology	81
D 55 20 0	Culinary Technology	81
C 55 20 0	Culinary Technology	91
A 55 22 0	Early Childhood Associate*	82
D 55 22 0	Early Childhood Associate*	82
C 55 22 0	Early Childhood Associate*	91
A 55 22 B	Early Childhood Associate /Teacher Associate	83
A 55 24 0	Fire Protection Technology (Instructional Services Agreement with Wilson Technical Community College)	83
D 55 25 0	Foodservice Technology (Pasquotank Correctional Instituion)	84
C 55 25 0	Foodservice Technology (Pasquotank Correctional Instituion)	91
A 55 28 0	General Occupational Technology	84
C 55 38 0MI	Manicuring Instructor	91

**Transport System Technologies**

A 60 16 0	Automotive Systems Technology (Instructional Services Agreement with Martin Community College)	85
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**Definitions**

Humanities/Fine Arts - Selected courses in the CAA Course List.

Social/Behavioral Sciences - Selected courses in the CAA Course List.

Natural Sciences - Selected courses in the CAA Course List.

**CAA Course List**

Following is the list of courses from the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. To be considered for junior status at one of the UNC institutions, community college transfer students must meet the same requirements set for native students in that university with respect to such things as grade point average and credit hours accumulated. Courses which do not originate at the community college and which are not listed on the approved college transfer course list will be evaluated

on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institutions. **Please note that COA does not offer all of these courses.**

<u>Community College Course</u>		<u>AA/AS Requirement Satisfied</u>
ACC 120	Prin. of Fin. Acctgng	Pre-Major/Elective
ACC 121	Prin. of Man. Acctgng	Pre-Major/Elective
ANT 210	General Anthropology	GEN ED: Soc./Beh. Sci.
ANT 220	Cultural Anthropology	GEN ED: Soc./Beh. Sci.
ANT 221	Comparative Cultures	GEN ED: Soc./Beh. Sci.
ANT 230	Physical Anthropology	GEN ED: Soc./Beh. Sci.
ANT 230A	Physical Anthro. Lab	GEN ED: Soc./Beh. Sci.
ANT 240	Archaeology	GEN ED: Soc./Beh. Sci.
ART 110	Introduction to Art	Pre-Major/Elective
ART 111	Art Appreciation	GEN ED: Hum./Fine Art
ART 113	Art Methods and Materials	Pre-Major/Elective
ART 114	Art History Survey I	GEN ED: Hum./Fine Art
ART 115	Art History Survey II	GEN ED: Hum./Fine Art
ART 116	Survey of American Art	GEN ED: Hum./Fine Art
ART 117	Non-Western Art History	GEN ED: Hum./Fine Art
ART 121	Design I	Pre-Major/Elective
ART 122	Design II	Pre-Major/Elective
ART 130	Basic Drawing	Pre-Major/Elective
ART 131	Drawing I	Pre-Major/Elective
ART 132	Drawing II	Pre-Major/Elective
ART 135	Figure Drawing I	Pre-Major/Elective
ART 140	Basic Painting	Pre-Major/Elective
ART 171	Computer Art I	Pre-Major/Elective
ART 212	Gallery Assistantship I	Pre-Major/Elective
ART 213	Gallery Assistantship II	Pre-Major/Elective
ART 214	Portfolio and Resume	Pre-Major/Elective
ART 222	Wood Design I	Pre-Major/Elective
ART 223	Wood Design II	Pre-Major/Elective
ART 231	Printmaking I	Pre-Major/Elective
ART 232	Printmaking II	Pre-Major/Elective
ART 235	Figure Drawing II	Pre-Major/Elective
ART 240	Painting I	Pre-Major/Elective
ART 241	Painting II	Pre-Major/Elective
ART 242	Landscape Painting	Pre-Major/Elective
ART 243	Portrait Painting	Pre-Major/Elective
ART 244	Watercolor	Pre-Major/Elective
ART 245	Metals I	Pre-Major/Elective
ART 246	Metals II	Pre-Major/Elective
ART 247	Jewelry I	Pre-Major/Elective
ART 248	Jewelry II	Pre-Major/Elective
ART 250	Surface Design: Textiles	Pre-Major/Elective
ART 263	Color Photography	Pre-Major/Elective
ART 251	Weaving I	Pre-Major/Elective
ART 252	Weaving II	Pre-Major/Elective
ART 260	Photography Appreciation	Pre-Major/Elective
ART 261	Photography I	Pre-Major/Elective
ART 262	Photography II	Pre-Major/Elective
ART 263	Color Photography I	Pre-Major/Elective
ART 264	Digital Photography I	Pre-Major/Elective
ART 266	Videography I	Pre-Major/Elective
ART 265	Digital Photography II	Pre-Major/Elective
ART 267	Videography II	Pre-Major/Elective
ART 271	Computer Art II	Pre-Major/Elective
ART 274	Lettering Design	Pre-Major/Elective
ART 275	Intro to Commercial Art	Pre-Major/Elective
ART 281	Sculpture I	Pre-Major/Elective
ART 282	Sculpture II	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>
ART 285 Ceramics III	Pre-Major/Elective
ART 286 Ceramics IV	Pre-Major/Elective
ART 288 Studio	Pre-Major/Elective
ART 289 Museum Study	Pre-Major/Elective
ASL 111 Elementary ASL I	GEN ED: Hum./Fine Art
ASL 112 Elementary ASL II	GEN ED: Hum./Fine Art
ASL 181 ASL Lab I	Pre-Major/Elective
ASL 182 ASL Lab 2	Pre-Major/Elective
ASL 211 Intermediate ASL I	GEN ED: Hum./Fine Art
ASL 212 Intermediate ASL II	GEN ED: Hum./Fine Art
ASL 281 ASL Lab 3	Pre-Major/Elective
ASL 282 ASL Lab 4	Pre-Major/Elective
AST 111 Descriptive Astronomy	GEN ED: Natural Science
AST 111A Des. Astronomy Lab	GEN ED: Natural Science
AST 151 General Astronomy I	GEN ED: Natural Science
AST 151A General Astronomy I Lab	GEN ED: Natural Science
AST 152 General Astronomy II	GEN ED: Natural Science
AST 152A General Astronomy II Lab	GEN ED: Natural Science
AST 251 Observational Astronomy	Pre-Major/Elective
BIO 110 Principles of Biology	GEN ED: Natural Science
BIO 111 General Biology I	GEN ED: Natural Science
BIO 112 General Biology II	GEN ED: Natural Science
BIO 120 Introductory Botany	GEN ED: Natural Science
BIO 130 Introductory Zoology	GEN ED: Natural Science
BIO 140 Environmental Biology	GEN ED: Natural Science
BIO 140A Environmental Biology Lab	GEN ED: Natural Science
BIO 143 Field Biology Minicourse	Pre-Major/Elective
BIO 145 Ecology	Pre-Major/Elective
BIO 146 Regional Natural History	Pre-Major/Elective
BIO 150 Genetics in Human Affairs	Pre-Major/Elective
BIO 155 Nutrition	Pre-Major/Elective
BIO 163 Basic Anat. & Physiology	Pre-Major/Elective
BIO 165 Anatomy and Physiology I	Pre-Major/Elective
BIO 166 Anatomy and Physiology II	Pre-Major/Elective
BIO 168 Anatomy and Physiology I	Pre-Major/Elective
BIO 169 Anatomy and Physiology II	Pre-Major/Elective
BIO 173 Microbes in World Affairs	Pre-Major/Elective
BIO 175 General Microbiology	Pre-Major/Elective
BIO 176 Adv General Microbiology	Pre-Major/Elective
BIO 180 Biological Chemistry	Pre-Major/Elective
BIO 221 Botany I	Pre-Major/Elective
BIO 222 Botany II	Pre-Major/Elective
BIO 223 Field Botany	Pre-Major/Elective
BIO 224 Local Flora Spring	Pre-Major/Elective
BIO 225 Local Flora Summer	Pre-Major/Elective
BIO 226 Local Flora Fall	Pre-Major/Elective
BIO 227 Winter Plant ID	Pre-Major/Elective
BIO 230 Entomology	Pre-Major/Elective
BIO 231 Invertebrate Zoology	Pre-Major/Elective
BIO 232 Vertebrate Zoology	Pre-Major/Elective
BIO 235 Ornithology	Pre-Major/Elective
BIO 236 Mammalogy	Pre-Major/Elective
BIO 240 Waste Management	Pre-Major/Elective
BIO 242 Natural Res. Conservation	Pre-Major/Elective
BIO 243 Marine Biology	Pre-Major/Elective
BIO 250 Genetics	Pre-Major/Elective
BIO 271 Pathophysiology	Pre-Major/Elective
BIO 272 Cardiopulmonary Biology	Pre-Major/Elective
BIO 273 Radiation Biology	Pre-Major/Elective
BIO 275 Microbiology	Pre-Major/Elective
BIO 280 Biotechnology	Pre-Major/Elective
BIO 285 Research & Measurement	Pre-Major/Elective
BUS 110 Introduction to Business	Pre-Major/Elective
BUS 115 Business Law I	Pre-Major/Elective
BUS 228 Business Statistics	Pre-Major/Elective

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>
CHM 115 Concepts in Chemistry	Pre-Major/Elective
CHM 115A Concepts in Chemistry Lab	Pre-Major/Elective
CHM 130 General Organic & Biochem	Pre-Major/Elective
CHM 130A Gen. Org. & Biochem Lab	Pre-Major/Elective
CHM 131 Introduction to Chemistry	GEN ED: Natural Science
CHM 131A Intro to Chemistry Lab	GEN ED: Natural Science
CHM 132 Organic and Biochemistry	GEN ED: Natural Science
CHM 135 Survey of Chemistry I	GEN ED: Natural Science
CHM 136 Survey of Chemistry II	GEN ED: Natural Science
CHM 151 General Chemistry I	GEN ED: Natural Science
CHM 152 General Chemistry II	GEN ED: Natural Science
CHM 251 Organic Chemistry I	Pre-Major/Elective
CHM 252 Organic Chemistry II	Pre-Major/Elective
CHM 261 Quantitative Analysis	Pre-Major/Elective
CHM 263 Analytical Chemistry	Pre-Major/Elective
CHM 265 Instrumental Analysis	Pre-Major/Elective
CHM 271 Biochemical Principles	Pre-Major/Elective
CHM 271A Biochemical Principles Lab	Pre-Major/Elective
CIS 110 Introduction to Computers	GEN ED: Mathematics (quantitative option)
CIS 115 Intro to Program & Logic	GEN ED: Mathematics (quantitative option)
CJC 111 Intro to Criminal Justice	Pre-Major/Elective
CJC 121 Law Enforcement Ops	Pre-Major/Elective
CJC 141 Corrections	Pre-Major/Elective
COM 110 Intro to Communications	GEN ED: Hum/Fine Art (substitute)
COM 111 Voice and Diction I	Pre-Major/Elective
COM 120 Interpersonal Com.	GEN ED: Hum/Fine Art (substitute)
COM 130 Nonverbal Com	Pre-Major/Elective
COM 140 Intercultural Com	Pre-Major/Elective
COM 150 Intro. to Mass Com.	Pre-Major/Elective
COM 231 Public Speaking	GEN ED: Hum/Fine Art (substitute)
COM 232 Election Rhetoric	Pre-Major/Elective
COM 233 Persuasive Speaking	Pre-Major/Elective
COM 251 Debate I	Pre-Major/Elective
COM 252 Debate II	Pre-Major/Elective
CSC 120 Computing Fundamentals I	Pre-Major/Elective
CSC 130 Computing Fundamentals II	Pre-Major/Elective
CSC 134 C++ Programming	Pre-Major/Elective
CSC 136 FORTRAN Programming	Pre-Major/Elective
CSC 148 JAVA Programming	Pre-Major/Elective
CSC 220 Machine Implem. Algorithms	Pre-Major/Elective
DAN 110 Dance Appreciation	GEN ED: Hum/Fine Art
DAN 211 Dance History I	GEN ED: Hum/Fine Art
DAN 212 Dance History II	GEN ED: Hum/Fine Art
DFT 170 Engineering Graphics	Pre-Major/Elective
DRA 111 Theatre Appreciation	GEN ED: Hum/Fine Art
DRA 112 Literature of the Theatre	GEN ED: Hum/Fine Art
DRA 115 Theatre Criticism	GEN ED: Hum/Fine Art
DRA 120 Voice for Performance	Pre-Major/Elective
DRA 122 Oral Interpretation	GEN ED: Hum/Fine Art
DRA 124 Readers Theatre	Pre-Major/Elective
DRA 126 Storytelling	GEN ED: Hum/Fine Art
DRA 128 Children's Theatre	Pre-Major/Elective
DRA 130 Acting I	Pre-Major/Elective
DRA 131 Acting II	Pre-Major/Elective
DRA 132 Stage Movement	Pre-Major/Elective
DRA 135 Acting for the Camera I	Pre-Major/Elective
DRA 136 Acting for the Camera II	Pre-Major/Elective
DRA 140 Stagecraft I	Pre-Major/Elective

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>	<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>
DRA 141 Stagecraft II	Pre-Major/Elective	ENG 261 World Literature I	GEN ED: Hum/Fine Art
DRA 142 Costuming	Pre-Major/Elective	ENG 262 World Literature II	GEN ED: Hum/Fine Art
DRA 143 Costume Design	Pre-Major/Elective	ENG 265 Thematic World Literature I	Pre-Major/Elective
DRA 145 Stage Make-up	Pre-Major/Elective	ENG 266 Thematic World Literature II	Pre-Major/Elective
DRA 147 Sound Technology	Pre-Major/Elective	ENG 271 Contemporary Literature	Pre-Major/Elective
DRA 150 Stage Management	Pre-Major/Elective	ENG 272 Southern Literature	Pre-Major/Elective
DRA 151 Mechanics and Maintenance	Pre-Major/Elective	ENG 273 African-American Literature	Pre-Major/Elective
DRA 160 Box Office and Publicity	Pre-Major/Elective	ENG 274 Literature by Women	Pre-Major/Elective
DRA 170 Play Production I	Pre-Major/Elective	ENG 275 Science Fiction	Pre-Major/Elective
DRA 171 Play Production II	Pre-Major/Elective		
DRA 175 Teleplay Production I	Pre-Major/Elective	FRE 111 Elementary French I	GEN ED: Hum/Fine Art
DRA 176 Teleplay Production II	Pre-Major/Elective	FRE 112 Elementary French II	GEN ED: Hum/Fine Art
DRA 211 Theatre History I	GEN ED: Hum/Fine Art	FRE 141 Culture and Civilization	Pre-Major/Elective
DRA 212 Theatre History II	GEN ED: Hum/Fine Art	FRE 151 Francophone Literature	Pre-Major/Elective
DRA 230 Acting III	Pre-Major/Elective	FRE 161 Cultural Immersion	Pre-Major/Elective
DRA 231 Acting IV	Pre-Major/Elective	FRE 181 French Lab 1	Pre-Major/Elective
DRA 240 Lighting for the Theatre	Pre-Major/Elective	FRE 182 French Lab 2	Pre-Major/Elective
DRA 241 Lighting Design	Pre-Major/Elective	FRE 211 Intermediate French I	GEN ED: Hum/Fine Art
DRA 243 Scene Design	Pre-Major/Elective	FRE 212 Intermediate French II	GEN ED: Hum/Fine Art
DRA 245 Drafting and Scenography	Pre-Major/Elective	FRE 221 French Conversation	Pre-Major/Elective
DRA 250 Theatre Management	Pre-Major/Elective	FRE 231 Reading and Composition	Pre-Major/Elective
DRA 251 Production Management	Pre-Major/Elective	FRE 281 French Lab 3	Pre-Major/Elective
DRA 260 Directing	Pre-Major/Elective	FRE 282 French Lab 4	Pre-Major/Elective
DRA 270 Play Production III	Pre-Major/Elective		
DRA 271 Play Production IV	Pre-Major/Elective	GEL 111 Introductory Geology	GEN ED: Natural Science
DRA 275 Teleplay Production III	Pre-Major/Elective	GEL 113 Historical Geology	GEN ED: Natural Science
DRA 276 Teleplay Production IV	Pre-Major/Elective	GEL 120 Physical Geology	GEN ED: Natural Science
		GEL 220 Marine Geology	Pre-Major/Elective
ECO 151 Survey of Economics	GEN ED: Soc./Beh. Sci.	GEL 230 Environmental Geology	GEN ED: Natural Science
ECO 251 Principles of Microeconomics	GEN ED: Soc./Beh. Sci.		
ECO 252 Principles of Macroeconomics	GEN ED: Soc./Beh. Sci.	GEO 110 Introduction to Geography	Pre-Major/Elective
		GEO 111 World Regional Geography	GEN ED: Soc./Beh. Sci.
EDU 216 Foundations of Education	*Pre-Major/Elective	GEO 112 Cultural Geography	GEN ED: Soc./Beh. Sci.
		GEO 113 Economic Geography	GEN ED: Soc./Beh. Sci.
EGR 150 Introduction to Engineering	Pre-Major/Elective	GEO 121 North Carolina Geography	Pre-Major/Elective
EGR 210 Intro to Electr/Comp Eng Lab	Pre-Major/Elective	GEO 130 General Physical Geography	GEN ED: Soc./Beh. Sci.
EGR 211 Intro to Computer Org	Pre-Major/Elective	GEO 131 Physical Geography I	Pre-Major/Elective
EGR 212 Logic System Design I	Pre-Major/Elective	GEO 132 Physical Geography II	Pre-Major/Elective
EGR 213 Electric Circuits	Pre-Major/Elective		
EGR 215 Network Theory I	Pre-Major/Elective	GER 111 Elementary German I	GEN ED: Hum/Fine Art
EGR 216 Logic and Networks Lab I	Pre-Major/Elective	GER 112 Elementary German II	GEN ED: Hum/Fine Art
EGR 218 Network Theory II	Pre-Major/Elective	GER 141 Culture and Civilization	Pre-Major/Elective
EGR 219 Instru and Network Lab	Pre-Major/Elective	GER 161 Cultural Immersion	Pre-Major/Elective
EGR 220 Engineering Statics	Pre-Major/Elective	GER 181 German Lab 1	Pre-Major/Elective
EGR 225 Engineering Dynamics	Pre-Major/Elective	GER 182 German Lab 2	Pre-Major/Elective
EGR 228 Intro to Solid Mechanics	Pre-Major/Elective	GER 211 Intermediate German I	GEN ED: Hum/Fine Art
EGR 230 Engineering Materials	Pre-Major/Elective	GER 212 Intermediate German II	GEN ED: Hum/Fine Art
		GER 221 German Conversation	Pre-Major/Elective
ENG 111 Expository Writing	GEN ED: English Comp	GER 231 Reading and Composition	Pre-Major/Elective
ENG 112 Argument-Based Research	GEN ED: English Comp	GER 281 German Lab 3	Pre-Major/Elective
ENG 113 Literature-Based Research	GEN ED: English Comp	GER 282 German Lab 4	Pre-Major/Elective
ENG 114 Prof Research & Reporting	GEN ED: English Comp		
ENG 125 Creative Writing I	Pre-Major/Elective	HEA 110 Personal Health and Wellness	Pre-Major/Elective
ENG 126 Creative Writing II	Pre-Major/Elective	HEA 112 First Aid and CPR	Pre-Major/Elective
ENG 131 Introduction to Literature	GEN ED: Hum/Fine Art	HEA 120 Community Health	Pre-Major/Elective
ENG 132 Introduction to Drama	Pre-Major/Elective		
ENG 133 Introduction to the Novel	Pre-Major/Elective	HIS 111 World Civilization I	GEN ED: Soc./Beh. Sci.
ENG 134 Introduction to Poetry	Pre-Major/Elective	HIS 112 World Civilization II	GEN ED: Soc./Beh. Sci.
ENG 135 Intro to Short Fiction	Pre-Major/Elective	HIS 114 Comparative World History	GEN ED: Soc./Beh. Sci.
ENG 231 American Literature I	GEN ED: Hum/Fine Art	HIS 115 Introduction to Global History	GEN ED: Soc./Beh. Sci.
ENG 232 American Literature II	GEN ED: Hum/Fine Art	HIS 116 Current World Problems	Pre-Major/Elective
ENG 233 Major American Writers	GEN ED: Hum/Fine Art	HIS 117 History of Religions	Pre-Major/Elective
ENG 234 Modern American Poets	Pre-Major/Elective	HIS 121 Western Civilizations I	GEN ED: Soc./Beh. Sci.
ENG 241 British Literature I	GEN ED: Hum/Fine Art	HIS 122 Western Civilizations II	GEN ED: Soc./Beh. Sci.
ENG 242 British Literature II	GEN ED: Hum/Fine Art	HIS 124 Western Cultural History	Pre-Major/Elective
ENG 243 Major British Writers	GEN ED: Hum/Fine Art	HIS 131 American History I	GEN ED: Soc./Beh. Sci.
ENG 251 Western World Literature I	GEN ED: Hum/Fine Art	HIS 132 American History II	GEN ED: Soc./Beh. Sci.
ENG 252 Western World Literature II	GEN ED: Hum/Fine Art	HIS 141 Genealogy & Local History	Pre-Major/Elective
ENG 253 The Bible as Literature	Pre-Major/Elective	HIS 151 Hispanic Civilization	Pre-Major/Elective



**Community College Course      AA/AS Requirement Satisfied**

HIS 153	Russian Cultural History	Pre-Major/Elective
HIS 161	Science and Technology	Pre-Major/Elective
HIS 162	Women and History	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 164	History of Sports	Pre-Major/Elective
HIS 165	Twentieth-Century World	Pre-Major/Elective
HIS 167	The Vietnam War	Pre-Major/Elective
HIS 211	Ancient History	Pre-Major/Elective
HIS 212	Medieval History	Pre-Major/Elective
HIS 213	Modern Europe to 1815	Pre-Major/Elective
HIS 214	Modern Europe Since 1815	Pre-Major/Elective
HIS 215	Nineteenth-Century Europe	Pre-Major/Elective
HIS 216	Twentieth-Century Europe	Pre-Major/Elective
HIS 221	African-American History	Pre-Major/Elective
HIS 222	African-American History I	Pre-Major/Elective
HIS 223	African-American History II	Pre-Major/Elective
HIS 224	US Diplomatic History	Pre-Major/Elective
HIS 225	American Business History	Pre-Major/Elective
HIS 226	The Civil War	Pre-Major/Elective
HIS 227	Native American History	Pre-Major/Elective
HIS 228	History of the South	Pre-Major/Elective
HIS 229	History of the Old South	Pre-Major/Elective
HIS 230	The Changing South	Pre-Major/Elective
HIS 231	Recent American History	Pre-Major/Elective
HIS 232	History of the Old West	Pre-Major/Elective
HIS 233	History of Appalachia	Pre-Major/Elective
HIS 234	Cherokee History	Pre-Major/Elective
HIS 235	The Spanish Borderlands	Pre-Major/Elective
HIS 236	North Carolina History	Pre-Major/Elective
HIS 241	Russian History to 1917	Pre-Major/Elective
HIS 242	Russian History from 1917	Pre-Major/Elective
HIS 251	English History I	Pre-Major/Elective
HIS 252	English History II	Pre-Major/Elective
HIS 260	History of Africa	Pre-Major/Elective
HIS 261	East Asian History	Pre-Major/Elective
HIS 262	Middle East History	Pre-Major/Elective
HIS 271	The French Revolution Era	Pre-Major/Elective

HUM 110	Technology and Society	GEN ED: Hum/Fine Art
HUM 115	Critical Thinking	GEN ED: Hum/Fine Art
HUM 120	Cultural Studies	GEN ED: Hum/Fine Art
HUM 121	The Nature of America	GEN ED: Hum/Fine Art
HUM 122	Southern Culture	GEN ED: Hum/Fine Art
HUM 123	Appalachian Culture	Pre-Major/Elective
HUM 130	Myth in Human Culture	GEN ED: Hum/Fine Art
HUM 140	History of Architecture	Pre-Major/Elective
HUM 145	History of Landscape Arch	Pre-Major/Elective
HUM 150	American Women's Studies	GEN ED: Hum/Fine Art
HUM 160	Introduction to Film	GEN ED: Hum/Fine Art
HUM 161	Advanced Film Studies	GEN ED: Hum/Fine Art
HUM 170	The Holocaust	Pre-Major/Elective
HUM 211	Humanities I	GEN ED: Hum/Fine Art
HUM 212	Humanities II	GEN ED: Hum/Fine Art
HUM 220	Human Values and Meaning	GEN ED: Hum/Fine Art
HUM 225	Cultural Influences	Pre-Major/Elective
HUM 240	Math and the Arts	Pre-Major/Elective

ITA 111	Elementary Italian I	GEN ED: Hum/Fine Art
ITA 112	Elementary Italian II	GEN ED: Hum/Fine Art
ITA 181	Italian Lab 1	Pre-Major/Elective
ITA 182	Italian Lab 2	Pre-Major/Elective
ITA 211	Intermediate Italian I	GEN ED: Hum/Fine Art
ITA 212	Intermediate Italian II	GEN ED: Hum/Fine Art
ITA 221	Italian Conversation	Pre-Major/Elective
ITA 231	Reading and Composition	Pre-Major/Elective
ITA 281	Italian Lab 3	Pre-Major/Elective
ITA 282	Italian Lab 4	Pre-Major/Elective

**Community College Course      AA/AS Requirement Satisfied**

JOU 110	Intro to Journalism	Pre-Major/Elective
JOU 242	Intro to Multimedia	Pre-Major/Elective
JPN 111	Elementary Japanese I	GEN ED: Hum/Fine Art
JPN 112	Elementary Japanese II	GEN ED: Hum/Fine Art
JPN 211	Intermediate Japanese I	GEN ED: Hum/Fine Art
JPN 212	Intermediate Japanese II	GEN ED: Hum/Fine Art

LAT 111	Elementary Latin I	GEN ED: Hum/Fine Art
LAT 112	Elementary Latin II	GEN ED: Hum/Fine Art
LAT 141	Culture and Civilization	GEN ED: Hum/Fine Art
LAT 142	Literature & Roman Republic	GEN ED: Hum/Fine Art
LAT 181	Latin Lab I	Pre-Major/Elective
LAT 182	Latin Lab II	Pre-Major/Elective
LAT 211	Intermediate Latin I	GEN ED: Hum/Fine Art
LAT 212	Intermediate Latin II	GEN ED: Hum/Fine Arts
LAT 231	Reading and Composition	GEN ED: Hum/Fine Art
LAT 232	Imperial Literature	GEN ED: Hum/Fine Art
LAT 281	Latin Lab III	Pre-Major/Elective
LAT 282	Latin Lab IV	Pre-Major/Elective

MAT 140	Survey of Mathematics	GEN ED: Mathematics
MAT 140	A Survey of Mathematics Lab	Pre-Major/Elective
MAT 141	Mathematical Concepts I	GEN ED: Mathematics
MAT 141A	Mathematical Concepts I Lab	Pre-Major/Elective
MAT 142	Mathematical Concepts II	GEN ED: Mathematics
MAT 142	A Mathematical Concepts II Lab	Pre-Major/Elective
MAT 145	Analytical Math	Pre-Major/Elective
MAT 145	A Analytical Math Lab	Pre-Major/Elective
MAT 151	Statistics I	GEN ED: Mathematics (quantitative option)

MAT 151A	Statistics I Lab	Pre-Major/Elective
MAT 155	Statistical Analysis	GEN ED: Mathematics (quantitative option)

MAT 155A	Statistics Analysis Lab	Pre-Major/Elective
MAT 161	College Algebra	GEN ED: Mathematics
MAT 161A	College Algebra Lab	Pre-Major/Elective
MAT 162	College Trigonometry	GEN ED: Mathematics
MAT 162A	College Trigonometry	Pre-Major/Elective
MAT 165	Finite Mathematics	GEN ED: Mathematics
MAT 165A	Finite Math Lab	Pre-Major/Elective
MAT 167	Discrete Mathematics	Pre-Major/Elective
MAT 167A	Discrete Mathematics Lab	Pre-Major/Elective
MAT 171	Precalculus Algebra	GEN ED: Mathematics
MAT 171A	Precalculus Algebra Lab	Pre-Major/Elective
MAT 172	Precalculus Trigonometry	GEN ED: Mathematics
MAT 172A	Precalculus Trig. Lab	Pre-Major/Elective
MAT 175	Precalculus	GEN ED: Mathematics
MAT 175A	Precalculus Lab	Pre-Major/Elective
MAT 210	Logic	Pre-Major/Elective
MAT 210A	Logic Lab	Pre-Major/Elective
MAT 252	Statistics II	Pre-Major/Elective
MAT 252A	Statistics II Lab	Pre-Major/Elective
MAT 263	Brief Calculus	GEN ED: Mathematics
MAT 263A	Brief Calculus Lab	Pre-Major/Elective
MAT 271	Calculus I	GEN ED: Mathematics
MAT 272	Calculus II	GEN ED: Mathematics
MAT 273	Calculus III	GEN ED: Mathematics
MAT 280	Linear Algebra	Pre-Major/Elective
MAT 285	Differential Equations	Pre-Major/Elective

MUS 110	Music Appreciation	GEN ED: Hum/Fine Art
MUS 111	Fundamentals of Music	Pre-Major/Elective
MUS 112	Introduction to Jazz	GEN ED: Hum/Fine Art
MUS 113	American Music	GEN ED: Hum/Fine Art
MUS 114	Non-Western Music	GEN ED: Hum/Fine Art
MUS 115	Orchestral Music	Pre-Major/Elective
MUS 121	Music Theory I	Pre-Major/Elective

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>	<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>
MUS 122 Music Theory II	Pre-Major/Elective	PED 262 Water Safety Instructor	Pre-Major/Elective
MUS 123 Music Composition	Pre-Major/Elective	PED 270 Canoeing-Instructor	Pre-Major/Elective
MUS 131 Chorus I	Pre-Major/Elective	PED 276 Sailing-Instructor	Pre-Major/Elective
MUS 132 Chorus II	Pre-Major/Elective		
MUS 133 Band I	Pre-Major/Elective	PHI 210 History of Philosophy	GEN ED: Hum/Fine Art
MUS 134 Band II	Pre-Major/Elective	PHI 215 Philosophical Issues	GEN ED: Hum/Fine Art
MUS 135 Jazz Ensemble I	Pre-Major/Elective	PHI 220 Western Philosophy I	GEN ED: Hum/Fine Art
MUS 136 Jazz Ensemble II	Pre-Major/Elective	PHI 221 Western Philosophy II	GEN ED: Hum/Fine Art
MUS 137 Orchestra I	Pre-Major/Elective	PHI 230 Introduction to Logic	GEN ED: Hum/Fine Art
MUS 138 Orchestra II	Pre-Major/Elective	PHI 240 Introduction to Ethics	GEN ED: Hum/Fine Art
MUS 141 Ensemble I	Pre-Major/Elective	PHI 250 Philosophy of Science	Pre-Major/Elective
MUS 142 Ensemble II	Pre-Major/Elective		
MUS 151 Class Music I	Pre-Major/Elective	PHS 110 Basic Physical Science	Pre-Major/Elective
MUS 152 Class Music II	Pre-Major/Elective	PHS 121 Applied Physical Science I	Pre-Major/Elective
MUS 161 Applied Music I	Pre-Major/Elective	PHS 122 Applied Physical Science II	Pre-Major/Elective
MUS 162 Applied Music II	Pre-Major/Elective	PHS 130 Earth Science	Pre-Major/Elective
MUS 170 Business of Music	Pre-Major/Elective	PHS 140 Weather and Climate	Pre-Major/Elective
MUS 173 Opera Production I	Pre-Major/Elective		
MUS 174 Opera Production II	Pre-Major/Elective	PHY 110 Conceptual Physics	GEN ED: Natural Science
MUS 175 Recording Techniques I	Pre-Major/Elective	PHY 110A Conceptual Physics Lab	GEN ED: Natural Science
MUS 176 Recording Techniques II	Pre-Major/Elective	PHY 151 College Physics I	GEN ED: Natural Science
MUS 210 History of Rock Music	Pre-Major/Elective	PHY 152 College Physics II	GEN ED: Natural Science
MUS 211 History of Country Music	Pre-Major/Elective	PHY 153 Modern Topics in Physics	Pre-Major/Elective
MUS 212 American Musical Theatre	Pre-Major/Elective	PHY 251 General Physics I	GEN ED: Natural Science
MUS 213 Opera and Musical Theatre	GEN ED: Hum/Fine Art	PHY 252 General Physics II	GEN ED: Natural Science
MUS 214 Electronic Music I	Pre-Major/Elective	PHY 253 Modern Physics	Pre-Major/Elective
MUS 215 Electronic Music II	Pre-Major/Elective		
MUS 217 Elementary Conducting	Pre-Major/Elective	POL 110 Introduction to Political Science	GEN ED: Soc./Beh. Sci.
MUS 221 Music Theory III	Pre-Major/Elective	POL 120 American Government	GEN ED: Soc./Beh. Sci.
MUS 222 Music Theory IV	Pre-Major/Elective	POL 130 State & Local Government	Pre-Major/Elective
MUS 231 Chorus III	Pre-Major/Elective	POL 210 Comparative Government	GEN ED: Soc./Beh. Sci.
MUS 232 Chorus IV	Pre-Major/Elective	POL 220 International Relations	GEN ED: Soc./Beh. Sci.
MUS 233 Band III	Pre-Major/Elective		
MUS 234 Band IV	Pre-Major/Elective	POR 111 Elementary Portuguese I	GEN ED: Hum/Fine Art
MUS 235 Jazz Ensemble III	Pre-Major/Elective	POR 112 Elementary Portuguese II	GEN ED: Hum/Fine Art
MUS 236 Jazz Ensemble IV	Pre-Major/Elective	POR 141 Culture and Civilization	Pre-Major/Elective
MUS 237 Orchestra III	Pre-Major/Elective	POR 181 Portuguese Lab I	Pre-Major/Elective
MUS 238 Orchestra IV	Pre-Major/Elective	POR 182 Portuguese Lab II	Pre-Major/Elective
MUS 241 Ensemble III	Pre-Major/Elective	POR 211 Intermediate Portuguese I	GEN ED: Hum/Fine Art
MUS 242 Ensemble IV	Pre-Major/Elective	POR 212 Intermediate Portuguese II	GEN ED: Hum/Fine Art
MUS 251 Class Music III	Pre-Major/Elective	POR 221 Portuguese Conversation	Pre-Major/Elective
MUS 252 Class Music IV	Pre-Major/Elective	POR 231 Reading and Composition	Pre-Major/Elective
MUS 253 Big Band	Pre-Major/Elective	POR 281 Portuguese Lab III	Pre-Major/Elective
MUS 261 Applied Music III	Pre-Major/Elective	POR 282 Portuguese Lab IV	Pre-Major/Elective
MUS 262 Applied Music IV	Pre-Major/Elective		
MUS 263 Jazz Improvisation I	Pre-Major/Elective	PSY 150 General Psychology	GEN ED: Soc./Beh. Sci.
MUS 264 Jazz Improvisation II	Pre-Major/Elective	PSY 211 Psychology of Adjustment	Pre-Major/Elective
MUS 265 Piano Pedagogy	Pre-Major/Elective	PSY 231 Forensic Psychology	Pre-Major/Elective
MUS 270 Music Literature	Pre-Major/Elective	PSY 237 Social Psychology	GEN ED: Soc./Beh. Sci.
MUS 271 Music History I	Pre-Major/Elective	PSY 239 Psychology of Personality	GEN ED: Soc./Beh. Sci.
MUS 272 Music History II	Pre-Major/Elective	PSY 241 Developmental Psychology	GEN ED: Soc./Beh. Sci.
MUS 273 Opera Production III	Pre-Major/Elective	PSY 243 Child Psychology	Pre-Major/Elective
MUS 274 Opera Production IV	Pre-Major/Elective	PSY 246 Adolescent Psychology	Pre-Major/Elective
MUS 280 Music for the Elem Classroom	Pre-Major/Elective	PSY 247 Psychology of Adulthood	Pre-Major/Elective
		PSY 249 Psychology of Aging	Pre-Major/Elective
PED All one-hour PED activity courses	Pre-Major/Elective	PSY 259 Human Sexuality	Pre-Major/Elective
PED 110 Fit and Well for Life	Pre-Major/Elective	PSY 263 Educational Psychology	Pre-Major/Elective
PED 165 Sport Science as a Career	Pre-Major/Elective	PSY 271 Sports Psychology	Pre-Major/Elective
PED 172 Outdoor Living	Pre-Major/Elective	PSY 275 Health Psychology	Pre-Major/Elective
PED 250 Officiating/Bsktball/Vllyball	Pre-Major/Elective	PSY 281 Abnormal Psychology	GEN ED: Soc./Beh. Sci.
PED 251 Officiating/Football/Soccer	Pre-Major/Elective		
PED 252 Officiating/Baseball/Softball	Pre-Major/Elective	REL 110 World Religions	GEN ED: Hum/Fine Art
PED 254 Coaching Basketball	Pre-Major/Elective	REL 111 Eastern Religions	GEN ED: Hum/Fine Art
PED 255 Coaching Football	Pre-Major/Elective	REL 112 Western Religions	GEN ED: Hum/Fine Art
PED 256 Coaching Baseball	Pre-Major/Elective	REL 211 Introduction to Old Testament	GEN ED: Hum/Fine Art
PED 257 Coaching Soccer	Pre-Major/Elective	REL 212 Introduction to New Testament	GEN ED: Hum/Fine Art
PED 259 Prev & Care Athletic Injuries	Pre-Major/Elective	REL 221 Religion in America	GEN ED: Hum/Fine Art
PED 260 Lifeguard Training	Pre-Major/Elective		

**Community College Course****AA/AS Requirement Satisfied**

RUS 111	Elementary Russian I	GEN ED: Hum/Fine Art
RUS 112	Elementary Russian II	GEN ED: Hum/Fine Art
RUS 181	Russian Lab 1	Pre-Major/Elective
RUS 182	Russian Lab 2	Pre-Major/Elective
RUS 211	Intermediate Russian I	GEN ED: Hum/Fine Art
RUS 212	Intermediate Russian II	GEN ED: Hum/Fine Art
RUS 221	Russian Conversation	Pre-Major/Elective
RUS 231	Reading and Composition	Pre-Major/Elective
RUS 281	Russian Lab 3	Pre-Major/Elective
RUS 282	Russian Lab 4	Pre-Major/Elective

SOC 210	Introduction to Sociology	GEN ED: Soc./Beh. Sci.
SOC 213	Sociology of the Family	GEN ED: Soc./Beh. Sci.
SOC 215	Group Processes	Pre-Major/Elective
SOC 220	Social Problems	GEN ED: Soc./Beh. Sci.
SOC 225	Social Diversity	GEN ED: Soc./Beh. Sci.
SOC 230	Race and Ethnic Relations	GEN ED: Soc./Beh. Sci.
SOC 232	Social Context of Aging	Pre-Major/Elective
SOC 234	Sociology of Gender	Pre-Major/Elective
SOC 240	Social Psychology	GEN ED: Soc./Beh. Sci.
SOC 242	Sociology of Deviance	Pre-Major/Elective
SOC 244	Sociology of Death & Dying	Pre-Major/Elective
SOC 250	Sociology of Religion	Pre-Major/Elective
SOC 252	Sociology of Work	Pre-Major/Elective
SOC 254	Rural and Urban Sociology	Pre-Major/Elective

SPA 111	Elementary Spanish I	GEN ED: Hum/Fine Art
SPA 112	Elementary Spanish II	GEN ED: Hum/Fine Art
SPA 141	Culture and Civilization	Pre-Major/Elective
SPA 151	Hispanic Literature	Pre-Major/Elective
SPA 161	Cultural Immersion	Pre-Major/Elective
SPA 181	Spanish Lab 1	Pre-Major/Elective
SPA 182	Spanish Lab 2	Pre-Major/Elective
SPA 211	Intermediate Spanish I	GEN ED: Hum/Fine Art
SPA 212	Intermediate Spanish II	GEN ED: Hum/Fine Art
SPA 221	Spanish Conversation	Pre-Major/Elective
SPA 231	Reading and Composition	Pre-Major/Elective
SPA 281	Spanish Lab 3	Pre-Major/Elective
SPA 282	Spanish Lab 4	Pre-Major/Elective

# Agricultural and Natural Resources Technologies

## Marine Sciences

A 15 31 0

Associate in Applied Science

(Offered only at the Dare County Campus.)

*Marine Science Certificates are also available in General Marine Technology, Marine Engines, Fishing, and Captain's Certificate. Please refer to page 83 for information regarding requirements.*

The Marine Sciences curriculum is designed to prepare individuals for a variety of marine-related occupations such as marine conservation, water analyses, marine scientific support, and commercial fishing. Individuals will also be prepared as naturalists within the growing ecotourism industry.

Coursework includes instruction in general education, marine sciences, and the biological sciences. Extensive field and laboratory experiences will train students in scientific data collection as well as the observation and identification of the region's fauna and flora within a variety of environments including sound, river, estuary, and ocean.

Graduates should be successful as employees with North Carolina Aquariums, North Carolina Division of Marine Fisheries, US Army Corp of Engineers, The Nature Conservancy, Coast Guard, Marine Patrol and as entry-level positions within the commercial fishing industry. Graduates will also function as integral members of the ecotourism trade by providing knowledgeable information to the public regarding marine and estuarine processes and how they relate to the natural flora and fauna associated with North-eastern North Carolina.

### First Year

First Semester	Class	Lab	Credits
ACA 111 College Student Success	1	0	1
BIO 111 General Biology I	3	3	4
CIS 110 Introduction to Computers	2	2	3
ENG 111 Expository Writing	3	0	3
MAT 161 College Algebra	3	0	3
MSC 124 Industrial Skills	1	4	3
			<b>17</b>

### Second Semester

BIO 243 Marine Biology	3	3	4
ENG 114 Prof. Research/Reporting	3	0	3
GIS 111 Introduction to GIS	2	2	3
MSC 132 Fishing Gear Technology I	2	3	3
MSC 182 Water Analysis I	1	2	2
WLD 112 Basic Welding Processes	1	3	2
			<b>17</b>

### Third Semester

MSC 162 Oceanography I	3	0	3
MSC 282 Water Analysis II	1	3	2
			<b>5</b>

## Second Year

### First Semester

BIO 145 Ecology	3	3	4
ELN 114 Marine Electronics	1	2	2
MSC 126 Marine Engines	1	2	2
MSC 134 Fishing Gear Technology II	1	2	2
MSC 152 Marine Instrumentation	1	2	2
Behavioral/Social Science Elective	3	0	3

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### Second Semester

BIO 146 Regional Natural History	3	3	4
COM 110 Intro to Communication	3	0	3
HEA 112 First Aid and CPR	1	2	2
MSC 122 Boat Handling/Seamanship	2	3	3
MSC 150 Marine Navigation	2	3	3
Humanities/Fine Arts Elective	3	0	3

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Total Semester Hours Required for Associate Degree 72

# Arts and Sciences

## Associate in Arts (College Transfer)

### A 10 10 0

### Associate in Arts

The Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities. The curriculum is sufficiently broad-based to allow College of The Albemarle students, after two years of study, to transfer with junior-level status in almost any academic or pre-professional field ranging from traditional academic areas such as economics, education, psychology, and English to pre-professional areas such as medicine, law, criminal justice, pharmacy, and other business-related activities. This curriculum is also suited to students who prefer a broad education background without definite transfer plans. *All courses described below must have numbers of 110-199 or 210-299.*

Class Lab Credits

General Education (44 SHC)

### A. Composition (6 Semester Hours Credit)

ENG 111 Expository Writing	3	0	3
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Choose one of the following:

ENG 112 Argument-Based Research	3	0	3
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ENG 113 Literature-Based Research	3	0	3
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### B. Humanities/Fine Arts (12 Semester Hours Credit)

Select four courses, from at least three discipline areas (at least one course must be a literature course ENG prefix), which have been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts. Three SHC from COM 110, 120, or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

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## C. Social/Behavioral Sciences (12 Semester Hours Credit)

HIS 121 Western Civilization I and	3	0	3
HIS 122 Western Civilization II or	3	0	3
HIS 131 American History I and	3	0	3
HIS 132 American History II	3	0	3

Select two additional courses which have been approved to satisfy the CAA general education core requirement in Social/Behavioral Science from two discipline areas having the following prefixes: ECO, GEO, POL, PSY, SOC.

12

## D. Natural Sciences (8 Semester Hours Credit)

Select two courses including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement in Natural Science.

8

## E. Mathematics (6 Semester Hours Credit)

Select two courses with the MAT prefix which satisfy CAA general education core requirements (note that due to content similarity, MAT 161 and MAT 171 will not count as two different courses, and similarly, MAT 162 and MAT 172 will not count as two different courses) or select CIS 110 and one course with MAT prefix from MAT 161 and higher. Students who have not demonstrated competence in the basic use of computers by either N.C. high school transcript and Request for Articulated Credit form or COA proficiency test score must enroll in CIS 110 as three of these six required semester hours or as three of the 15 semester hours required in electives below.

6

### Other Required Courses (21 Semester Hours Credit)

ACA 111 College Student Success (to be taken in initial semester)	1	0	1
HEA 110 Personal Health/Wellness	3	0	3
Physical Education Elective(s)	Varies	Varies	2

Electives (15 SHC) - Select 15 additional hours from the CAA Course List.

21

Total Semester Hours Required for Associate Degree 65

## Pre-major in Criminal Justice

### A 10 10 D

### Associate in Arts

The Criminal Justice Pre-Major Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities with an emphasis on criminal justice.

Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study.

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
<b>A. Composition (6 Semester Hours Credit)</b>			
ENG 111 Expository Writing	3	0	3
<i>Choose one of the following:</i>			
ENG 112 Argument-Based Research			
or			
ENG 113 Literature-Based Research	3	0	3
			<b>6</b>

#### B. Humanities/Fine Arts (12 Semester Hours Credit)

Select 4 courses from at least 3 discipline areas (at least one course must be a literature course ENG prefix) which have been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts.

Three SHC from COM 110, 120, or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

				<b>12</b>
<b>C. Social/Behavioral Science (15 Semester Hours Credit)</b>				
HIS 121 Western Civilization I	3	0	3	
HIS 122 Western Civilization II	3	0	3	
POL 120 American Government	3	0	3	
PSY 150 General Psychology	3	0	3	
SOC 210 Introduction to Sociology	3	0	3	
				<b>15</b>
<b>D. Natural Sciences (8 Semester Hours Credit)</b>				

Select two courses, including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement in Natural Science.

#### E. Mathematics (6 Semester Hours Credit)

Select two courses with the MAT prefix which satisfy CAA general education core requirements (note that due to content similarity, MAT 161 and MAT 171 will not count as two different courses, and similarly, MAT 162 and MAT 172 will not count as two different courses) or select CIS 110 and one course with MAT prefix from MAT 161 and higher. Students who have not demonstrated competence in the basic use of computers by either N.C. high school transcript and Request for Articulated Credit form or COA proficiency test score must enroll in CIS 110 as three of these required semester hours or as three additional semester hours required in electives below.

				<b>6</b>
<b>Other Required Courses (6 Semester Hours Credit)</b>				
ACA 111 College Student Success	1	0	1	
HEA 110 Personal Health/Wellness	3	0	3	
Physical Education				
PED 000	1	0	1	
PED 000	1	0	1	
				<b>6</b>

Electives (12 Semester Hours Credit) 9 Semester Hours Credit are required in the CJC courses listed below. 3 additional hours from the CAA Course List are required.

CJC 111 Intro. to Criminal Justice	3	0	3	
CJC 121 Law Enforcement Ops	3	0	3	
CJC 141 Corrections	3	0	3	
Electives				<b>3</b>
				<b>12</b>

#### Total Semester Hours Required for Associate Degree 65

\*An Associate in Applied Science Degree in Criminal Justice Technology is available to students who do not plan on transferring to a four-year university but plan to seek employment with a two-year degree. Please see Criminal Justice Technology.

Students with certain misdemeanor or felony convictions may have **limited criminal justice employment opportunities**.

### Pre-Major in Elementary Education

#### A 10 10 P

#### Associate in Arts

The Elementary Education Pre-Major Associate in Arts Degree is designed to meet the two-year general college requirements with emphasis on elementary education. Upon completion of the Elementary Education Pre-Major Associates in Arts Degree students who meet the requirements outlined in this program of study will be eligible to be considered for admission as juniors to constituent institutions of the University of North Carolina offering the baccalaureate degree.

#### Teacher Preparation Partnership Articulation Agreement

College of The Albemarle has an articulation agreement with Elizabeth City State University for students transferring in Elementary Education. The Teacher Preparation Partnership Program Articulation Agreement with ECSU allows College of The Albemarle students to complete the first two years of a baccalaureate degree in elementary education at College of The Albemarle. Students interested in pursuing elementary education at Elizabeth City State University should see their advisor.

#### A. Composition (6 Semester Hours Credit)

<i>Title</i>	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
ENG 111 Expository Writing	3	0	3
<i>Choose one of the following:</i>			
ENG 112 Argument-Based Research			
or			
ENG 113 Literature-Based Research	3	0	3
			<b>6</b>

#### B. Humanities/Fine Arts (12 Semester Hours Credit)

MUS 110 Music Appreciation	3	0	3
ENG 231 American Lit. I	3	0	3
COM 231 Public Speaking	3	0	3
ART 111 Art Appreciation	3	0	3
			<b>12</b>

#### C. Social/Behavioral Science (24 Semester Hours Credit)

HIS 121 Western Civilization	3	0	3
HIS 122 Western Civilization	3	0	3
PSY 150 General Psychology	3	0	3
GEO 111 World Re. Geography	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
SOC 210 Introduction to Sociology	3	0	3
SOC 220 Social Problems	3	0	3
			<b>24</b>

**D. Natural Science (8 Semester Hours Credit)**

PHY 110/110A Conceptual Physics	3	1	4
BIO 111 General Biology	3	1	4
			8

**E. Mathematics (6 Semester Hours Credit)**

MAT 161 College Algebra	3	0	3
CIS 110 Intro to Computers	3	0	3

**Other Required Courses (9 Semester Hours Credit)**

ACA 111 College Student Success	1	0	1
HEA 110 Personal Health/Wellness	3	0	3
PED 000 Activity Course	1	0	1
EDU 216 Foundations in Education	4	0	4

65

**Associate in Fine Arts****A 10 20 0****Associate in Fine Arts**

The Associate in Fine Arts Degree is designed to provide students with the basic courses required of freshmen and sophomore art, music, and drama majors at senior institutions. The program of study prepares students to continue their studies in the fine arts. All courses described below must have numbers of 110-199 or 210-299.

Title	Class	Lab	Credits
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**A. Composition (6 Semester Hours Credit)**

Choose one of the following:

ENG 111 Expository Writing	3	0	3
----------------------------	---	---	---

and

ENG 112 Argument-Based Research			
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or

ENG 113 Literature-Based Research	3	0	3
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6

**B. Humanities/Fine Arts (6 Semester Hours Credit)**

Choose one of the following:

Students concentrating in art or music must take two courses (at least one course must be a literature course ENG prefix) having the prefixes: ART, DAN, DRA, ENG(literature), FRE, HUM, MUS, SPA. Students concentrating in Theatre Technology must take DRA 111 and a literature ENG prefix course. Students concentrating in Theatre Education must take a communication COM prefix and a literature ENG prefix course. Students concentrating in Musical Theatre must take a Drama and a Literature ENG prefix course. All courses must be approved to satisfy the CAA general education core requirements.

**C. Social/Behavioral Sciences (9 Semester Hours Credit)**

HIS 121 Western Civilization I			
--------------------------------	--	--	--

or

HIS 122 Western Civilization II	3	0	3
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Select two additional courses which have been approved to satisfy the CAA general education core requirement in Social/Behavioral Science from two discipline areas having the following prefix: ECO, GEO, POL, PSY, SOC.

9

**D. Natural Sciences (4 Semester Hours Credit)**

Select one course, including accompanying laboratory work, which has been approved to satisfy the CAA General Education core requirement in Natural Science having the following prefix: AST, BIO, CHM, PHY

4

**E. Mathematics (3 Semester Hours Credit)**

Math (MAT 161 or higher)	3	0	3
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3

**Other Required Courses (1-7 Semester Hours Credit)**

ACA 111 College Student Success	1	0	1
*CIS 110 Introduction to Computers	2	2	3
*HEA 110 Personal Health & Wellness	3	0	3

1-7

\* Students concentrating in Art are not required to take HEA 110 or CIS 110.

Associate in Fine Arts students may select a concentration in Art, Drama, or Music. Electives and the number of credit hours are dependant upon the concentration in which the student is enrolled. Requirements of each concentration are as follows:

**Concentration in Art (36 Semester Hours Credit)**

Title	Class	Lab	Credits
ART 114 Art History Survey I	3	0	3
ART 115 Art History Survey II	3	0	3
ART 121 Design I	0	6	3
ART 122 Design II	0	6	3
ART 131 Drawing I	0	6	3
ART 132 Drawing II	0	6	3
ART 171 Computer Art I	0	6	3
ART 240 Painting I	0	6	3
ART 241 Painting II	0	6	3
ART 281 Sculpture I	0	6	3
ART 283 Ceramics I	0	6	3
ART 284 Ceramics II	0	6	3

36

**Total Semester Hours Required for Associate Degree 65****Concentration in Drama/Musical Theatre (30 Semester Hours Credit)**

	Class	Lab	Credits
DAN 127 Dance for Musical Theatre	0	4	2
DRA 130 Acting I	0	6	3
DRA 131 Acting II	0	6	3
DRA 230 Acting III	0	6	3
MUS 151P Class Music I (Piano)	0	2	1
MUS 151V Class Music I (Voice)	0	2	1
MUS 152P Class Music II (Piano)	0	2	1
MUS 152V Class Music II (Voice)	0	2	1
MUS 212 American Musical Theatre	3	0	3

18

**Choose DRA electives from the following (6 Semester Hours Credit)**

DRA 120 Voice for Performance  
DRA 128 Children's Theatre  
DRA 140 Stagecraft I  
DRA 142 Costuming  
DRA 145 Stage Makeup  
DRA 170 Play Production I  
DRA 171 Play Production II

6

**Choose DAN electives from the following (6 Semester Hours Credit)**

DAN 121 Tap Dance I  
DAN 124 Jazz Dance I  
DAN 140 Modern Dance I  
DAN 225, 226 Choreography I, II

6

**Total Semester Hours Required for Associate Degree 65**

**Concentration in Drama/Drama Theatre Education**

**(30 Semester Hours Credit)**

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
DRA 120 Voice for Performance	3	0	3
DRA 122 Oral Interpretation	3	0	3
DRA 130 Acting I	0	6	3
DRA 131 Acting II	0	6	3
DRA 140 Stage Craft I	0	6	3
DRA 170 Play Production I	0	9	3
PED 000 Physical Education Activity 3	0	0	1
DRA 145 Stage Makeup	1	2	2

21

**Choose DRA electives from the following (6 Semester Hours Credit)**

DRA 112 Literature of the Theatre  
DRA 128 Children's Theatre  
DRA 141 Stagecraft II  
DRA 142 Costuming  
DRA 150 Stage Management  
DRA 240 Lighting for the Theatre  
DRA 260 Directing

6

**Choose DRA electives from the following (3 Semester Hours Credit)**

DRA 143 Costume Design  
DRA 147 Sound Technology  
DRA 171 Play Production II  
DRA 230 Acting III  
DRA 231 Acting IV  
DRA 241 Lighting Design  
DRA 270 Play Production III  
DRA 271 Play Production IV

3

**Total Semester Hours Required for Associate Degree 65**

**Concentration in Drama/Theatre Technology**

**(30 Semester Hours Credit)**

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
COM 110 Intro to Communication			
or			
COM 231 Public Speaking	3	0	3
ART 121 Design I	0	6	3
DRA 130 Acting I	0	6	3
DRA 140 Stagecraft I	0	6	3
DRA 141 Stagecraft II	0	6	3
DRA 147 Sound Technology	3	0	3
DRA 150 Stage Management	3	0	3
DRA 170 Play Production I	0	9	3
DRA 171 Play Production II	0	9	3
DRA 240 Lighting for the Theatre	2	2	3

30

Students transferring to a four-year institution to study Musical Theatre or Theatre Technology should take one additional three semester-hour Drama course.

**Total Semester Hours Required for Associate Degree 65**

**Concentration in Music**

**(30 Semester Hours Credit)**

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
MUS 121 Music Theory I	3	2	4
MUS 122 Music Theory II	3	2	4
MUS 151 Class Music I	0	2	1
MUS 152 Class Music II	0	2	1
MUS 161 Applied Music I	1	2	2
MUS 162 Applied Music II	1	2	2
MUS 221 Music Theory III	3	2	4
MUS 222 Music Theory IV	3	2	4
MUS 261 Applied Music III	1	2	2
MUS 262 Applied Music IV	1	2	2

26

**Select (4 Semester Hours Credit) from the following:**

MUS 131 Choral I	2	0	1
MUS 132 Choral II	2	0	1
MUS 133 Band I	2	0	1
MUS 134 Band II	2	0	1
MUS 141 Ensemble I	2	0	1
MUS 142 Ensemble II	2	0	1
MUS 231 Chorus III	2	0	1
MUS 232 Chorus IV	2	0	1
MUS 233 Band III	2	0	1
MUS 234 Band IV	2	0	1
MUS 241 Ensemble III	2	0	1
MUS 242 Ensemble IV	2	0	1

4

**Total Semester Hours Required for Associate Degree 65**

## Associate in General Education

### A 10 30 0

### Associate in General Education

The Associate in General Education Degree is designed to serve individuals who would like to expand their knowledge, enrich their personal lives, and improve their understanding of the world today. The two-year program is for students who are interested in a basic exposure to the liberal arts and who would like to tailor their program to personal interests rather than to specific professional requirements designed for transfer. *All courses must be numbered 110 or above.*

#### General Education (15 Semester Hours Credit)

	Class	Lab	Credits
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##### A. Composition (6 Semester Hours Credit)

ENG 111 Expository Writing	3	0	3
<i>Choose one of the following:</i>			
ENG 112 Argument-Based Research	3	0	3
ENG 113 Literature-Based Research	3	0	3
ENG 114 Professional Res. & Reporting	3	0	3

6

##### B. Humanities/Fine Arts (3 Semester Hours Credit)

Select one course which has been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts.

3

##### C. Social/Behavioral Sciences (3 Semester Hours Credit)

Select one course which has been approved to satisfy the CAA general education core requirement in Social/Behavioral Sciences.

3

##### D. Natural Sciences/Mathematics (3 Semester Hours Credit)

Select one course which has been approved to satisfy the CAA general education core requirement in mathematics or natural science.

3

#### Other Required Courses (50 Semester Hours Credit)

ACA 111 College Student Success	1	0	1
(to be taken in initial semester)			
CIS 110 Introduction to Computers	2	2	3
HEA 110 Personal Health/Wellness	3	0	3
Physical Education Elective	Varies	Varies	2
Choose COM 110 or 120 or 231	3	0	3

Electives (38 SHC) - Select 38 additional hours from courses numbered 110 or above which are in the current catalog.

50

Total Semester Hours Required for Associate Degree 65

## Associate in Science (College Transfer)

### A 10 40 0

### Associate in Science

The Associate in Science Degree is designed to provide students with the basic courses required of freshman and sophomore science majors at senior institutions. The program of study prepares students to continue their studies in science, mathematics, or related fields. *All courses described below must have numbers of 110-199 or 210-299.*

	Class	Lab	Credits
<b>A. Composition (6 Semester Hours Credit)</b>			
ENG 111 Expository Writing	3	0	3
<i>Choose one of the following:</i>			
ENG 112 Argument-Based Research	3	0	3
ENG 113 Literature-Based Research	3	0	3
			6

##### B. Humanities/Fine Arts (12 Semester Hours Credit)

Select four courses, from at least three discipline areas (at least one course must be a literature course ENG prefix,) which have been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts. Three SHC from COM 110, 120, or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

12

##### C. Social/Behavioral Sciences (12 Semester Hours Credit)

HIS 121 Western Civilization I	3	0	3
and			
HIS 122 Western Civilization II	3	0	3
or			
HIS 131 American History I	3	0	3
and			
HIS 132 American History II	3	0	3

Select two additional courses in two discipline areas which have been approved to satisfy the CAA general education core requirement in Social/Behavioral Science from the following prefixes: ECO, GEO, POL, PSY, SOC.

12

##### D. Natural Sciences (8 Semester Hours Credit)

Select a two-course sequence from BIO 111-112, CHM 151-152, or PHY 151-152.

8

##### E. Mathematics (6 Semester Hours Credit)

Select MAT 171 or higher and select either CIS 110 or any other CAA approved mathematics course excluding MAT 161 and MAT 162. Students who have not demonstrated competence in the basic use of computers by either high school transcript and Request for Articulated Credit form or COA proficiency test score must enroll in CIS 110 as three of the six required semester hours.

6

#### Other Required Courses (6 Semester Hours Credit)

ACA 111 College Student Success	1	0	1
(to be taken in initial semester)			
HEA 110 Personal Health/Wellness	3	0	3
Physical Education Elective	Varies	Varies	2
			6

##### Sciences (8 Semester Hours Credit)

Select courses with accompanying lab work from the CAA Course List in AST, BIO, CHM 151 or higher, or PHY 151 or higher.

8

##### Mathematics (7 Semester Hours Credit)

Select courses from the CAA Course List with MAT prefix, excluding MAT 161 and MAT 162.

7

Total Semester Hours Required for Associate Degree 65



# Biological & Chemical Technologies

## Biotechnology

A 20 10 0

Associate in Applied Science

(Instructional Service Area Agreement with Pitt Community College)

Biotechnology prepares individuals as skilled laboratory technicians in various fields of biological and chemical technology. The curriculum objectives are designed to prepare graduates to serve as Research Assistants to a biologist or chemist, Laboratory Technicians/Instrumentation Technicians, and Quality Control/Quality Assurance Technicians. Employment opportunities include research and development, manufacturing, pharmaceuticals, forensic laboratories, sales, and customer service.

### First year

#### First Semester

ACA 111 Coll. Student Success	1	0	1
BIO 111 Gen. Biology I	3	3	4
ENG 111 Expository Writing	3	0	3
MAT 161 College Algebra	3	0	3
or			
MAT 175 Precalculus	4	0	4
*PHY 110 Conceptual Physics	3	0	3
*Phy 110A Conceptual Physics Lab	0	2	1
		<b>15 or 16</b>	

#### Second Semester

BIO 112 General Biology II	3	3	4
CIS 110 Intro to Computers	2	2	3
Humanities Elective	3	0	3
Choose one of the following:			
ENG 112 Argument-Based Research	3	0	3
ENG 113 Literature-Based Research	3	0	3
ENG 114 Prof Research & Reporting	3	0	3
Choose one of the following:			
PSY 150 General Psychology	3	0	3
POL 120 American Government	3	0	3
SOC 210 Introduction to Sociology	3	0	3
		<b>16</b>	

#### Summer Semester

* PHY 151 College Physics I	3	3	4
*Students must take PHY 110/110A or PHY 151			

### Second Year (Completed at Pitt Community College)

BTC 181 Basic Lab Techniques			
CHM 131 Introduction to Chemistry			
CHM 131A Introduction to Chemistry Lab			
CHM 132 Organic and Biochemistry			
BIO 275 Microbiology			
BTC 281 Bioprocess Techniques			
BTC 285 Cell Culture			

BTC 286 Immunological Techniques  
 BTC 250 Molecular Genetics  
 BTC 270 Recombinant DNA Tech  
 BTC 288 Biotech Lab Experience  
 or  
 COE 112 Co-op work Experience I

# Business Technologies

## Business Administration

A 25 12 0

Associate in Applied Science

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will acquire a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and business industry. **(Students planning on transferring to a four-year institution must take ACC 121.)**

### First Year

First Semester	Class	Lab	Credits
BUS 110 Introduction to Business	3	0	3
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
ACC 120 Financial Accounting	3	2	4
ENG 111 Expository Writing	3	0	3
OST 286 Professional Development	3	0	3
			<b>17</b>

### Second Semester

*ACC 121 Principles of Man. Acc.	3	2	4
or			
BUS 280 REAL Small Business	4	0	4
BUS 121 Business Math	2	2	3
CIS 120 Spreadsheet I	2	2	3
ENG 114 Prof. Research & Reporting	3	0	3
OST 136 Word Processing	1	2	2
CIS 172 Intro to the Internet	2	3	3
or			
COE Credits	0	0	3
MAT 115 Mathematical Models	2	2	3

**21**

## Second Year

### First Semester

ECO 251 Principles of Microecon.	3	0	3
ACC 150 Computerized Gen. Ledger	1	2	2
BUS 115 Business Law I	3	0	3
CIS 152 Dbase Con. & Apps	2	2	3
CIS 169 Business Presentations	1	2	2
or			
CIS 220 Spreadsheet II	1	2	2
or			
COE Credits	0	0	2
MKT 120 Principles of Marketing	3	0	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
			19

### Second Semester

BUS 137 Principles of Management	3	0	3
ACC 140 Payroll Accounting	1	2	2
BUS 260 Business Communications	3	0	3
BUS 285 Bus. Management Issues	2	2	3
COM 231 Public Speaking	3	0	3
Social/Behavioral Science Elective	3	0	3
			17

Total Semester Hours Required for Associate Degree 74

\*Students planning on transferring to a four-year institution must take ACC 121.

## Computer Programming

### A 25 13 0

### Associate in Applied Science

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations. Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands on training in programming and related computer areas that provide the ability to adapt as systems evolve. Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems.

### First Year

First Semester	Class	Lab	Credits
CIS110 Introduction to Computers	2	2	3
or			
CIS111 Basic PC Literacy	1	2	2
CIS 115 Intro to Progr. & Logic	2	2	3
COE 110 World of Work	1	0	1
CSC 139 Visual BASIC Programming	2	3	3
ENG 111 Expository Writing	3	0	3
MAT 115 Mathematical Models	2	2	3

### Second Semester

CIS 130 Survey of Operating Sys	2	3	3
CSC 239 Advanced Visual BASIC	2	3	3
COM 110 Intro Communications	3	0	3
or			
COM 120 Interpersonal Communication			
or			
COM 231 Public Speaking			
ENG 114 Prof. Research & Reporting	3	0	3
or			
ENG 112 Argument-Based Research			
or			
ENG 113 Literature-Based Research			
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
Programming Elective			2-3
			17-18

### Second Year

#### First Semester

CIS 147 Operating Sys - Windows			
or			
CIS 246 Operating Sys - UNIX	2	3	3
CIS 152 Database Con. & App.	2	2	3
CIS 286 Systems Analysis & Design	3	0	3
CSC 134 C++ Programming	2	3	3
CSC 148 Java Programming	2	3	3
NET 110 Networking	2	2	3
			18

#### Second Semester

CSC 285 Programming Project	2	2	3
CSC 234 Advanced C++ Program	2	3	3
Programming Elective			2-3
Programming Elective			3
Programming Elective			3
Social/Behavioral Science Elective	3	0	3
			17-18

Total Semester Hours Required for Associate Degree 67-70

Programming Electives. Choose from the following:

CIS 215 Installation & Maintenance	2	3	3
CIS 153 Database Applications	2	2	3
COE 112 Cooperative Education	0	2	2
CSC 131 Assembly Programming	2	3	3
CSC 133 C Programming	2	3	3
CSC 248 Adv. Internet Programming	2	3	3
ITN 160 Web Design	2	2	3
CIS 192 Selected Topics	1	2	2

If CIS 147 is taken to meet the Operating System requirement, CIS 246 may be taken as an elective. If CIS 246 is taken to meet the Operating System requirement, CIS 147 may be taken as an elective.

## Information Systems

A 25 26 0

Associate in Applied Science

Information Systems Certificates are available in Database Management, Spreadsheets, and Technical Communication. Please refer to page 87 for information regarding requirements.

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs. Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems. Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

### First Year

First Semester	Class	Lab	Credits
BUS 110 Introduction to Business			
or			
BUS 137 Principles of Management	3	0	3
CIS 110 Intro. to Computers	2	2	3
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
Humanities/Fine Arts Elective			
(Cannot be a COM prefix)	3	0	3
MAT 115 Mathematical Models	2	2	3
			16

### Second Semester

CIS 115 Intro to Progr & Logic	2	2	3
CIS 120 Spreadsheets I	2	2	3
CIS 130 Survey of Operating Sys	2	3	3
ENG 114 Prof Research & Report	3	0	3
Information Systems Elective			3
*OST 136 Word Processing	1	2	2
			17

### Second Year

#### First Semester

ACC 120 Principles of Financial Acc.	3	2	4
CIS 152 Dbase Con. & Applications	2	2	3
CIS 165 Desktop Publishing I	2	2	3
CIS 286 Systems Analysis & Design	3	0	3
NET 110 Data Com/Networking	2	2	3
Information Systems Elective			2-3
			18-19

#### Second Semester

BUS 285 Bus. Management Issues	2	2	3
CIS 153 Database Applications	2	2	3
CIS 215 Hardware Install/Maint.	2	3	3
CIS 288 System Project (IS/ISP)	1	4	3
COM 231 Public Speaking	3	0	3

Social/Behavioral Science Elective	3	0	3
Information Systems Elective			2-3
			20-21

Total Semester Hours Required for Associate Degree 71-73

\* Please note OST 136 has a prerequisite of OST 080

Information Systems Electives: Choose from the following:

CIS 172 Introduction to the Internet	3
CIS 147 Operating Systems - Windows	3
CSC 139 Visual Basic	3
CSC 148 JAVA	3
CIS 220 Spreadsheets II or COE Cooperative Ed.	2
CIS 169 Bus. Presentations or COE Cooperative Ed.	2
CIS 192 Selected Topics	2
COE maximum of two credit hours	

## Internet Technologies

A 25 29 0

Associate in Applied Science

An Internet Technologies Certificate is available. Please refer to page 87 for information regarding requirements.

The Internet Technologies curriculum is designed to prepare graduates for employment with organizations that use computers to disseminate information via the Internet internally, externally, and/or globally. The curriculum will prepare students to create and implement these services. Course work includes computer and Internet terminology and operations, logic, operating systems, database and data communications/networking, and related topics. Studies will provide opportunities for students to implement, support, and customize industry-standard Internet technologies. Graduates should qualify for career opportunities as webmasters, Internet and intranet administrators, Internet applications specialists, Internet programmers, and Internet technicians. Government institutions, industries, and other organizations employ individuals who possess the skills taught in this curriculum.

### First Year

First Semester	Class	Lab	Credits
*CIS 110 Introduction to Computers	2	2	3
CIS 172 Intro to the Internet	2	3	3
COE 110 World of Work	1	0	1
COM 110 Intro to Communications	3	0	3
or			
COM 120 Interpersonal Communication			
or			
COM 231 Public Speaking			
ENG 111 Expository Writing	3	0	3
MAT 115 Mathematical Models	2	2	3
			15-16

### Second Semester

CIS 130 Survey of Operating Sys	2	3	3
CSC 160 Intro to Internet Program.	2	2	3
ENG 114 Prof. Research & Reporting			
or			
ENG 112 Argument-Based Research			

or			
ENG 113 Literature-Based Research	3	0	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
ITN 160 Principles of Web Design	2	2	3
Social or Behavioral Science Elective	3	0	3

**18**

## Second Year

### First Semester

CIS 147 Operating Sys - Windows	2	2	3
CIS 152 Database Concepts & Apps	2	2	3
ITN 140 Web Development Tools	2	2	3
NET 110 Data Com. & Networking	2	2	3
Internet Tech Elective			3
Internet Tech Elective			3

**18**

### Second Semester

CIS 215 Installation & Maintenance	2	3	3
CSC 248 Adv. Internet Programming	2	3	3
ITN 150 Internet Protocols	2	2	3
ITN 250 Implement Internet Service	2	2	3
Internet Tech Elective			2-3
Internet Tech Elective			2-3

**16-18**

**Total Semester Hours Required for Associate Degree 67-70**

\* CIS 111 Basic PC Literacy may be taken instead. However, college students pursuing the full AAS degree are strongly encouraged to take CIS 110.

*Internet Technologies Electives: Choose from the following:*

CIS 115 Intro to Program & Logic	3
CIS 153 Database Applications	3
CIS 174 Network Systems Management I	3
CIS 246 Operating Systems Unix	3
CIS 274 Network Systems Management II	3
COE Cooperative Education (max 2 hours toward degree)	2
CSC 148 Java	3
ITN 285 Emerging Technologies	3
CIS 192 Selected Topics	2

## Medical Office Administration

**A 25 31 0**

### Associate in Applied Science

A Medical Office Transcription Certificate is available. Please refer to page 87 for information regarding requirements.

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available

in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

### First Year

First Semester	Class	Lab	Credits
BIO 163 Basic Anat & Physiology	4	2	5
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
MED 121 Medical Terminology I (OST 080 or proficiency of 35 wpm)	3	0	3
OST 286 Professional Development	3	0	3

**18**

### Second Semester

MAT 115 Mathematical Models	2	2	3
MED 122 Medical Terminology II	3	0	3
OST 132 Keyboarding Skill Building	1	2	2
OST 136 Word Processing	1	2	2
OST 164 Text Editing & Applications	3	0	3
Social or Behavioral Science Elective	3	0	3

**16**

### Second Year

#### First Semester

ACC 120 Principles of Financial Accounting or			
ACC 115 College Accounting	3	2	4
BUS 260 Business Communications	3	0	3
OST 133 Adv. Keyboard Skill	1	2	2
OST 134 Text Entry & Formatting	2	2	3
OST 148 Med Coding Bill. & Insurance	3	0	3
OST 236 Adv Word/Info Proc	2	2	3
OST 241 Med Office Transcription I	1	2	2

**20**

#### Second Semester

COM 231 Public Speaking	3	0	3
ENG 114 Prof Research & Report	3	0	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
OST 149 Medical Legal Issues	3	0	3
OST 242 Med. Office Transcription II	1	2	2
OST 243 Medical Office Simulation	2	2	3
OST 289 Office Systems Management	2	2	3
or			
COE 111 Co-op work experience	0	10	1

**18-20**

**Total Semester Hours Required for Associate Degree 72-74**

## Office Systems Technology

A 25 36 0

Associate in Applied Science

*Office Systems Technology Certificates are available in Word Processing and Receptionist. Please refer to page 87 and 88 for information regarding requirements.*

The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills. Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

### First Year

First Semester	Class	Lab	Credits
(OST 080 or proficiency of 35 wpm)			
BUS 110 Introduction to Business	3	0	3
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
OST 184 Records Management	1	2	2
OST 286 Professional Development	3	0	3
Social or Behavioral Science Elective	3	0	3
			18

### Second Semester

BUS 121 Business Math	2	2	3
COM 231 Public Speaking	3	0	3
ENG 114 Prof Research & Report	3	0	3
MAT 115 Mathematical Models	2	2	3
OST 132 Keyboarding Skill Building	1	2	2
OST 136 Word Processing	1	2	2
OST 164 Text Editing Applications	3	0	3
			19

### Second Year

First Semester			
ACC 115 College Accounting			
or			
ACC 120 Principles of Financial Acc.	3	2	4
CIS 152 Database Concepts	2	2	3
CIS 165 Desktop Publishing	2	2	3
or			
COE 3 hours of Cooperative Ed.			
OST 133 Adv. Keyboard Skill Bldng	1	2	2
OST 223 Machine Transcription	1	2	2
OST 236 Adv Word/Info Proc	2	2	3
			17

### Second Semester

ACC 140 Payroll Accounting	1	2	2
ACC 150 Computerized Gnl Ledger	1	2	2
BUS 260 Business Communications	3	0	3
CIS 120 Spreadsheet I	2	2	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
OST 134 Text Entry & Formatting	2	2	3
OST 289 Office Systems Management	2	2	3
			19
Total Semester Hours Required for Associate Degree			73

## Commercial & Artistic Production Technologies

### Professional Crafts: Clay

A 30 30 0

Associate in Applied Science

D 30 30 0

Diploma

(Offered only at the Dare County Campus)

*Professional Crafts: Clay Certificates are available in Basic and Advanced Clay. Please refer to page 88 for information regarding requirements.*

The Professional Crafts: Clay curriculum is designed to prepare individuals for employment as professional potters or in pottery related fields. Using traditional and contemporary concepts, instruction includes technical knowledge, design skills, and marketing and business essentials. Course work includes development of basic and advanced throwing skills with emphasis on form and design. Study will include a pottery studio and marketing procedures. Graduates will be able to open and operate their own pottery business or work for existing pottery businesses.

### Associate in Applied Science

#### First Year

First Semester	Class	Lab	Clin.	Credits
ART 121 Design I	0	6	0	3
CIS 110 Introduction to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
MAT 115 Math Models	2	2	0	3
PCC 110 Introduction to Pottery	3	15	0	8
				18

### Second Semester

BUS 280 REAL Small Business	4	0	0	4
COE 111 Cooperative Education	0	0	10	1
PCC 111 Functional Pottery I	3	15	0	8
PCC 117 Glaze Testing	1	3	0	2
				15

### Third Semester

PCC 130 Pottery Production	2	9	0	5
PCC 118 Clay: Special Study	0	4	0	2
				7

### Second Year

First Semester	Class	Lab	Clin.	Credits
ART 111 Art Appreciation	3	0	0	3
ENG 111 Expository Writing	3	0	0	3
PCC 119 Clay Design: Special Study	0	4	0	2
PCC 210 Functional Pottery	3	15	0	8
				16

### Second Semester

ART 214 Portfolio and Resume	0	2	0	1
Communications Elective	3	0	0	3
ENG 112 Argument-based Research or				
ENG 113 Literature-based Research	3	0	0	3
PCC 211 Decorative Pottery	3	15	0	8
Social Science Elective	3	0	0	3
				18
Total Semester Hours Required for Associate Degree				74

### Diploma

#### First Year

First Semester	Class	Lab	Clin.	Credits
ART 121 Design I	0	6	0	3
CIS 110 Introduction to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
MAT 115 Math Models	2	2	0	3
PCC 110 Introduction to Pottery	3	15	0	8
				18

### Second Semester

BUS 280 REAL Small Business	4	0	0	4
COE 111 Cooperative Education	0	0	10	1
PCC 117 Glaze Testing	1	3	0	2
				7

### Third Semester

PCC 130 Pottery Production	2	9	0	5
PCC 118 Clay: Special Study	0	4	0	2
				7

### Second Year

First Semester	Class	Lab	Clin.	Credits
ENG 111 Expository Writing	3	0	0	3
PCC 111 Functional Pottery	3	15	0	8
PCC 119 Clay: Special Study	0	4	0	2
				13
Total Semester Hours Required for Diploma				45

## Professional Crafts: Jewelry

### Pending State Board of Community College Approval

A 30 34 0	Associate in Applied Science
D 30 34 0	Diploma

### (Offered only at the Dare County Campus)

*Professional Crafts: Jewelry Certificates are available in Basic and Advanced. Please refer to page 88 for information regarding requirements.*

The Professional Crafts: Jewelry program curriculum is designed to prepare individuals for employment as professional jewelers or in jewelry related fields. Using traditional and contemporary concepts, instruction includes technical knowledge, design skills, and marketing and business essentials. Course work includes development of basic and advanced jewelry construction, polishing and finishing techniques, and work with a variety of materials to produce one-of-a-kind and production pieces. Study will include a jewelry studio and marketing procedures. Graduates will be able to open and operate their own jewelry studios or work for existing jewelers or metalsmiths.

### Associate in Applied Science

#### First Year

First Semester	Class	Lab	Clin.	Credits
ART 121 Design I	0	6	0	3
CIS 110 Introduction to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
PCJ 111 Introduction to Jewelry	2	15	0	7
PCJ 121 Jewelry Design I	2	0	0	2
				16

### Second Semester

BUS 280 REAL Small Business	4	0	0	4
PCJ 112 Jewelry Forming Techniques	2	15	0	7
PCJ 113 Jewelry Decorative Tech.	3	9	0	6
				17

### Second Year

First Semester	Class	Lab	Clin.	Credits
COE 111 Cooperative Education	0	0	10	1
ENG 111 Expository Writing	3	0	0	3
MAT 115 Math Models	2	2	0	3
PCJ 122 Jewelry Design II	2	0	0	2
PCJ 214 Jewelry Production Techn.	2	15	0	7
				16

## Second Semester

ENG 112 Argument-based Research

or

ENG 113 Literature-based Research	3	0	0	3
PCJ 123 Jewelry Design III	2	0	0	2
PCJ 215 Advanced Jewelry	2	15	0	7

12

## Third Semester

ART 111 Art Appreciation	3	0	0	3
ART 214 Portfolio	0	2	0	1
COM 110 Intro to Communication	3	0	0	3
or				
COM 120 Interpersonal Comm.	3	0	0	3
or				
COM 231 Public Speaking	3	0	0	3
Social Science Elective	3	0	0	3
PCJ 241 Jewelry: Special Study	0	4	0	2
PCJ 261 Enameling	1	3	0	2

14

Total Semester Hours Required for Associate Degree 75

## Diploma

### First Year

First Semester	Class	Lab	Clin.	Credits
ART 121 Design I	0	6	0	3
CIS 110 Introduction to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
PCJ 111 Introduction to Jewelry	2	15	0	7
PCJ 121 Jewelry Design I	2	0	0	2

16

### Second Semester

BUS 280 REAL Small Business	4	0	0	4
PCJ 112 Jewelry Forming Techniques	2	15	0	7
PCJ 113 Jewelry Decorative Tech.	3	9	0	6

17

### Second Year

First Semester	Class	Lab	Clin.	Credits
COE 111 Cooperative Education	0	0	10	1
ENG 111 Expository Writing	3	0	0	3
MAT 115 Math Models	2	2	0	3
PCJ 214 Jewelry Production Techn.	2	15	0	7

14

Total Semester Hours Required for Diploma 47

# Construction Technologies

## Air Conditioning, Heating, and Refrigeration Technology

D 35 10 0

Diploma

*Air Conditioning, Heating and Refrigeration Certificates are available in Entry Level I and II. Please refer to page 88 for information regarding requirements.*

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

### First Year

First Semester	Class	Lab	Credits
AHR 110 Intro to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 112 Heating Technology	2	4	4
ENG 102 Applied Comm. II	3	0	3
WLD 112 Basic Welding Processes	1	3	2

17

### Second Semester

AHR 113 Comfort Cooling	2	4	4
AHR 114 Heat Pump Technology	2	4	4
AHR 133 HVAC Servicing	2	6	4
CIS 111 Basic PC Literacy	1	2	2
COE 110 World of Work	1	0	1
or			
COE 111 Co-op Work Experience	0	10	1
MAT 101 Applied Mathematics I	2	2	3

*Choose one of the following:*

AHR 130 HVAC Controls	2	2	3
AHR 210 Residential Building Codes	1	2	2

20-21

Total Semester Hours Credit Required for Diploma 37-38

## Building Construction Technology

### D 35 14 0

### Diploma

*Building Construction Technology certificates are available for Building Construction Technology Level I and Building Construction Technology Level II (level I is a prerequisite for level II). Please refer to pages 88 and 89 for information regarding requirements.*

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs and lecture courses provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry. Course work includes use and care of hand and power tools, basic construction concepts such as, blueprint reading, footings and foundations, framing, basic plumbing, electrical wiring systems, planning and estimating, building codes, and OSHA/safety certification. Upon completion of this program, students will receive a Diploma and certificates in Building Construction Technology, and will be registered with the National Center for Construction Education and Research. Graduates should qualify for entry-level jobs in construction and be able to advance quickly to management positions such as project coordinator, estimator, inspector, or supervisor.

### Diploma

#### First Year

First Semester	Class	Lab	Credits
BPR 130 Blueprint Reading/Const.	1	2	2
CIS 111 Basic PC Literacy	1	2	2
COE 110 World of Work	1	0	1
CST 111 Construction I	3	3	4
CST 131 OSHA/Safety/Certification	2	2	3
MAT 101 Applied Math	2	2	3
WOL 110 Basic Construction Skills	2	3	3
CAR 110 Intro. To Carpentry	2	0	2
			20

#### Second Semester

CAR 114 Residential Building Codes	3	0	3
CAR 115 Resid. Planning & Est.	3	0	3
CST 112 Construction II	3	3	4
CST 251 Electrical Wiring Systems	2	2	3
ENG 102 Applied Communications	3	0	3
PLU 111 Intro to Basic Plumbing	1	3	2
			18
<b>Total Semester Hours Required for Diploma</b>			<b>38</b>

## Carpentry

### D 35 18 0

### Diploma

**(Offered only at Pasquotank Correctional Institution)**

*Carpentry Certificates are available in Entry Level I and II. Please refer to page 89 for information regarding requirements.*

The Carpentry curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction are also taught. Course work includes footing and foundations, framing, interior and exterior

trim, cabinetry, blueprint reading, residential planning and estimating, and other related topics. Students will develop skills through hands-on participation. Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters, and other related job titles.

#### First Year

First Semester	Class	Lab	Credits
BPR 130 Blueprint Reading: Const.	1	2	2
CAR 110 Introduction to Carpentry	2	0	2
CAR 111 Carpentry I	3	15	8
ENG 102 Applied Communications II	3	0	3
			15

#### Second Semester

CAR 112 Carpentry II	3	15	8
CAR 115 Resdntl Planning/Estimating	3	0	3
CIS 111 Basic PC Literacy	1	2	2
COE 110 World of Work	1	0	1
MAT 101 Applied Mathematics I	2	2	3
			17

#### Third Semester

CAR 113 Carpentry III	3	9	6
			6

**Total Semester Hours Required for Diploma 38**

## Electrical/Electronics Technology

### D 35 22 0

### Diploma

*Electrical/Electronics Technology Certificates are available for Electrical/Electronics Technology Level I and Level II (level I is a prerequisite for level II). Please refer to page 89 for information regarding requirements.*

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on, includes such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Upon completion of this program, students will receive a diploma and certificates in Electrical/Electronics Technology, and be registered with the National Center for Construction Education and Research. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems.

#### First Year

First Semester	Class	Lab	Credits
BPR 130 Residential Blueprint Reading	1	2	2
COE 110 World of Work	1	0	1
or			
COE 111 Co-op Work Experience	0	10	1
ELC 112 DC/AC Electricity	3	6	5
ELC 113 Basic Wiring I	2	6	4
MAT 101 Applied Mathematics I	2	2	3
WOL 110 Basic Construction Skills	2	3	3
			18



## Second Semester

CIS 111 Basic PC Literacy	1	2	2
ELC 114 Basic Wiring II	2	6	4
ELC 117 Motors and Controls	2	6	4
ELC 126 Electrical Computations	2	2	3
ELC 118 National Electrical Code	1	2	2
ENG 102 Applied Communications II	3	0	3

18

Total Semester Hours Required for Diploma

36

# Engineering Technologies

## Architectural Technology

A 40 10 0 Associate in Applied Science  
D 40 10 0 Diploma

An Architectural Technology Certificate is available. Please refer to page 89 for information regarding requirements.

The Architectural Technology curriculum provides individuals with knowledge and skills that can lead to employment in the field of architecture or one of the associated professions.

Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, building codes and specifications, and computer applications as well as complete a design project. Optional courses may be provided to suit specific career needs.

Upon completion, graduates have career opportunities within the architectural, engineering, and construction professions as well as positions in industry and government.

## Associate in Applied Science

### First Year

First Semester	Class	Lab	Credits
ARC 111 Intro to Architecture	1	6	3
ARC 112 Const. Materials & Mthds	3	2	4
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
MAT 161 College Algebra	3	0	3

17

### Second Semester

ARC 113 Resid. Architecture Tech	1	6	3
ARC 114 Architectural CAD	1	3	2
ARC 250 Survey of Architecture	3	0	3
ARC 240 Site Planning	2	2	3
ENG 112 Argument-Based Research	3	0	3
PHY 151 College Physics I	3	2	4

18

## Second Year

### First Semester

ARC 220 Adv. Architectural CAD	1	3	2
ARC 230 Environmental Systems	3	3	4
ARC 131 Building Codes	2	2	3
ARC 212 Commercial Const. Tech.	1	6	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	3
COM 120 Interpersonal Comm.	3	0	3

18

### Second Semester

ARC 213 Design Project	2	6	4
ARC 231 Architectural Presentations	2	4	4
Social Science Elective	3	0	3
COE 111 Work Experience I	0	10	1
LAR 210 Principles of Land Design	1	3	2

14

Total Semester Hours Required for Associate Degree 67

## Diploma

### First Year

First Semester	Class	Lab	Credits
ARC 111 Intro to Architecture	1	6	3
ARC 112 Const. Materials & Mthds	3	2	4
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
MAT 161 College Algebra I	3	0	3

14

### Second Semester

ARC 113 Resid. Architecture Tech	1	6	3
ARC 114 Architectural CAD	1	3	2
CIS 110 Introduction to Computers	2	2	3

8

### Third Semester

ARC 220 Adv. Architectural CAD	1	3	2
ARC 230 Environmental Systems	3	3	4

6

## Second Year

### First Semester

ARC 131 Building Codes	2	2	3
ARC 213 Design Project	2	6	4
COE 111 Work Experience I	0	10	1

8

Total Semester Hours Required for Diploma

36

## Computer Engineering Technology

A 40 16 0

Associate in Applied Science

A Computer Engineering Technology Certificate is available. Please refer to page 89 for information regarding requirements.

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems. Course work includes mathematics, physics, electronics, digital circuits and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications. Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

### First Year

First Semester	Class	Lab	Credits
*CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
EGR 131 Intro. to Electronics Tech.	1	2	2
ELC 131 DC/AC Circuit Analysis	4	3	5
ENG 111 Expository Writing	3	0	3
MAT 161 College Algebra I	3	0	3
			17

### Second Semester

CIS 130 Survey of Operating Sys	2	3	3
CSC 131 Assembly Programming	2	3	3
ELN 131 Electronic Devices	3	3	4
ELN 133 Digital Electronics	3	3	4
ENG 114 Prof. Research & Reporting			
or			
ENG 112 Argument-Based Research			
or			
ENG 113 Literature-Based Research	3	0	3
MAT 162 College Trigonometry	3	0	3
			20

### Third Semester

PHY 151 College Physics I	3	2	4
			4

### Second Year

#### First Semester

CSC 134 C++ Programming	2	3	3
or			
CSC 139 Visual Basic	2	3	3
ELN 232 Intro to Microproc. (8wk)	3	3	4
ELN 233 Microprocessor Sys. (8wk)	3	3	4
ELN 275 Troubleshooting	1	2	2
Humanities/Fine Arts Elective			
(Cannot be a COM prefix)	3	0	3
			16

### Second Semester

CET 111 Comp Upgrd/Rpr I (8wk)	2	3	3
CET 211 Comp Upgrd/Rpr II (8wk)	2	3	3
COM 231 Public Speaking	3	0	3
or			
COM 110 Intro to Communication	3	0	3
or			
COM 120 Interpersonal Comm.	3	0	3
ELN 235 Data Communications Sys	3	3	4
EGR 285 Design Project	0	4	2
or			
Co-op	0	20	2
Social/Behavioral Elective	3	0	3

18

Total Semester Hours Required for Associate Degree 75

\* CIS 111 Basic PC Literacy may be taken instead. However, college students pursuing the full AAS degree are strongly encouraged to take CIS 110.

## Health Sciences

A criminal background check and/or drug testing may be required prior to participation in the clinical component of these programs by the clinical site. Progress toward graduation might be limited by any inability to complete the clinical portion of the program. Students with certain misdemeanor or felony convictions may have limited license and employment opportunities.

### Associate Degree Nursing (Non-Integrated)

A 45 12 0

Associate in Applied Science

College of The Albemarle's Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, Telephone Number 1-800-669-1656, Fax 212-812-0393).

The Associate Degree Nursing (non-integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physicians' offices, industry, and community agencies.

#### Pre-admission Requirement

Applicants admitted into the Associate Degree Nursing program must have successfully completed Nurse Aide I, or its equivalent, and must be listed on the Nurse Aide registry with no pending investigations or substantive findings.

## First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Clin.</i>	<i>Credits</i>
ACA 111 College Student Success	1	0	0	1
BIO 168 Anatomy and Physiology I	3	3	0	4
CIS 111 Basic PC Literacy	1	2	0	2
NUR 115 Fundamentals of Nursing	2	3	6	5
NUR 133 Nursing Assessment	2	3	0	3
PSY 150 General Psychology	3	0	0	3
				<b>18</b>

## Second Semester

BIO 169 Anatomy and Physiology II	3	3	0	4
NUR 135 Adult Nursing I	5	3	9	9
PSY 241 Developmental Psychology	3	0	0	3
				<b>16</b>

## Second Year

### Third Semester

NUR 125 Maternal-Child Nursing	5	3	6	8
				<b>8</b>

or

NUR 185 Mental Health Nursing	3	0	6	5
*Communication Elective	3	0	0	3
				<b>8</b>

### Fourth Semester

ENG 111 Expository Writing	3	0	0	3
NUR 255 Professional Issues	3	0	0	3
Humanities/Fine Arts Elective	3	0	0	3
and				
NUR 125 Maternal-Child Nursing	5	3	6	8

or

NUR 185 Mental Health Nursing	3	0	6	5
*Communication Elective	3	0	0	3
				<b>17</b>

### Fifth Semester

ENG 112 Argument-based Research				
or				
ENG 113 Literature-based Research	3	0	0	3
NUR 235 Adult Nursing II	4	3	15	10
				<b>13</b>

**Total Semester Hours Required for Associate Degree 72**

\* COM 120 Interpersonal Communication recommended.

## LPN-ADN Option Program

### First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Clin.</i>	<i>Credits</i>
ACA 111 College Student Success	1	0	0	1
BIO 168 Anatomy and Physiology I	3	3	0	4
CIS 111 Basic PC Literacy	1	2	0	2
PSY 150 General Psychology	3	0	0	3
				<b>10</b>

## Second Semester

BIO 169 Anatomy and Physiology II	3	3	0	4
+NUR 133 Nursing Assessment	2	3	0	3
PSY 241 Developmental Psychology	3	0	0	3
				<b>10</b>

## Second Year

### Third Semester

NUR 125 Maternal-Child Nursing	5	3	6	8
				<b>8</b>

or

NUR 185 Mental Health Nursing	3	0	6	5
*Communication Elective	3	0	0	3
				<b>8</b>

### Fourth Semester

ENG 111 Expository Writing	3	0	0	3
NUR 255 Professional Issues	3	0	0	3
Humanities/Fine Arts Elective	3	0	0	3
and				
NUR 125 Maternal-Child Nursing	5	3	6	8

or

NUR 185 Mental Health Nursing	3	0	6	5
*Communication Elective	3	0	0	3
				<b>17</b>

### Fifth Semester

ENG 112 Argument-based Research				
or				
ENG 113 Literature-based Research	3	0	0	3
NUR 235 Adult Nursing II	4	3	15	10
				<b>13</b>

+ Upon successful completion of NUR 133, credit will be granted by valuation for up to 14 semester hours in Nursing courses.

\* COM 120 Interpersonal Communication recommended.

**Total Semester Hours Required for Associate Degree 72**

## Medical Assisting

**A 45 40 0 Associate in Applied Science**  
**D 45 40 0 Diploma**

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

College of The Albemarle is currently in the accreditation process with the Commission of Accreditation of Allied Health Education Programs (CAAHEP). Upon the college earning accreditation, graduates will be eligible to take the AAMA Certification Exam to become Certified Medical Assistants. For more information contact Commission of Accreditation of Allied Health Edu-

cation Programs, 35 East Wacker Drive, Suite 1970; Chicago, Illinois, 60601-2208; (312) 553-9355.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

### Associate in Applied Science

#### First Year

First Semester	Class	Lab	Clin.	Credits
CIS 111 Basic PC Literacy	1	2	0	2
BIO 163 Basic Anat. & Physiology	4	2	0	5
ENG 111 Expository Writing	3	0	0	3
MED 110 Orientation to Med. Asst.	1	0	0	1
MED 121 Medical Terminology I	3	0	0	3
MED 130 Admin Office Proc. I	1	2	0	2
PSY 150 General Psychology	3	0	0	3
				<b>19</b>

#### Second Semester

MED 118 Medical Law & Ethics	2	0	0	2
MED 122 Medical Terminology II	3	0	0	3
MED 131 Admin Office Proc. II	1	2	0	2
MED 140 Exam Room Procedures I	3	4	0	5
MED 150 Laboratory Procedures I	3	4	0	5
				<b>17</b>

#### Third Semester

MED 134 Medical Transcription	2	2	0	3
MED 232 Medical Insurance Coding	1	3	0	2
*MED 260 MED Clinical Externship	0	0	15	5
MED 262 Clinical Perspectives	1	0	0	1

\*This is a supervised externship experience. Students shall not receive compensation/payment, monetary or otherwise, from the externship site.

**11**

Students may elect to exit the program with a Diploma (47 hours). Requirements for graduates to apply to take the Medical Assisting Certification Exam will have been met at this point.

#### Second Year

##### First Semester

COM 110 Intro to Communication	3	0	0	3
ENG 114 Prof. Research & Reporting	3	0	0	3
MED 240 Exam Room Procedures II	3	4	0	5
NUT 110 Nutrition	3	0	0	3

**14**

##### Second Semester

Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	0	3
MAT 115 Math Models	2	2	0	3
MED 264 Medical Assisting Overview	2	0	0	2
MED 272 Drug Therapy	3	0	0	3
MED 270 Symptomatology	2	2	0	3

**14**

**Total Semester Hours Required for Degree**

**75**

### Diploma

#### First Year

First Semester	Class	Lab	Clin.	Credits
CIS 111 Basic PS Literacy	1	2	0	2
BIO 163 Basic Anat. & Physiology	4	2	0	5
ENG 111 Expository Writing	3	0	0	3
MED 110 Orientation to Med. Asst.	1	0	0	1
MED 121 Medical Terminology I	3	0	0	3
MED 130 Admin Office Proc. I	1	2	0	2
PSY 150 General Psychology	3	0	0	3
				<b>19</b>

#### Second Semester

MED 118 Medical Law & Ethics	2	0	0	2
MED 122 Medical Terminology II	3	0	0	3
MED 131 Admin Office Proc. II	1	2	0	2
MED 140 Exam Room Procedures I	3	4	0	5
MED 150 Laboratory Procedures I	3	4	0	5
				<b>17</b>

#### Third Semester

MED 134 Medical Transcription	2	2	0	3
MED 232 Medical Insurance Coding	1	3	0	2
*MED 260 MED Clinical Externship	0	0	15	5
MED 262 Clinical Perspectives	1	0	0	1
				<b>11</b>

**Total Semester Hours Required for Diploma**

**47**

### Practical Nursing

#### D 45 66 0

#### Diploma

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care. Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physicians' offices, industry, and home health agencies.

#### First Year

First Semester	Class	Lab	Clin.	Credits
ACA 111 College Student Success	1	0	0	1
BIO 106 Intro. to Anat./Phys/Micro	2	2	0	3
ENG 111 Expository Writing	3	0	0	3
NUR 101 Practical Nursing I	7	6	6	11
				<b>18</b>

#### Second Semester

CIS 111 Basic PC Literacy	1	2	0	2
NUR 102 Practical Nursing II	8	0	12	12
PSY 110 Life Span Development	3	0	0	3

**17**

<i>Third Semester</i>					
NUR 103	Practical Nursing III	6	0	12	10
PED 000	Physical Education Elective				1
					11
<b>Total Semester Hours Required for Diploma</b>					<b>46</b>

Surgical Technology

D 45 74 0                      Diploma

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations. Graduates of this program will be eligible to apply to take the Liaison Council's Certificate Examination for Surgical Technologists. Employment opportunities include labor/delivery/emergency departments, in-patient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Clin.</i>	<i>Wrk.</i>	<i>Crdts</i>
ACA 111College Student Success	1	0	0	0	1
BIO 168 Anatomy & Physiology I	3	3	0	0	4
ENG 111 Expository Writing	3	0	0	0	3
SUR 110 Intro to Surgical Technology	3	0	0	0	3
SUR 111 Periop. Patient Care	5	6	0	0	7
					<b>18</b>

Second Semester

BIO 169	Anatomy & Physiology II	3	3	0	0	4
CIS 110	Intro. to Computers	2	2	0	0	3
SUR 122	Surgical Procedures I	5	3	0	0	6
SUR 123	SUR Clinical Practice I	0	0	21	0	7
						<b>20</b>

Third Semester

SUR 134 Surgical Procedures II	5	0	0	0	5
SUR 135 SUR Clinical Practice II	0	0	12	0	4
SUR 137 Professional Success Prep	1	0	0	0	1
					10
<b>Total Semester Hours Required for Diploma</b>					<b>48</b>

Industrial Technologies

Machining Technology

D 50 30 0                      Diploma

*Machining Technology Certificates are available in Entry Level I and II. Please refer to page 90 for information regarding requirements.*

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment, and sophisticated precision inspection instruments. Students learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations, and make decisions to insure that work quality is maintained. Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies, and in a wide range of specialty machining job shops.

First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
BPR 111 Blueprint Reading	1	2	2
CIS 111 Basic PC Literacy	1	2	2
ENG 102 Applied Communications II	3	0	3
BPR 121 Blueprint Reading:Mech.	1	2	2
MAC 111 Machining Technology I	2	12	6
MAC 121 Introduction to CNC	2	0	2
			17

Second Semester

COE 110	World of Work	1	0	1
or				
COE 111	Co-op Work Experience	0	10	1
MAC 112	Machining Technology II	2	12	6
MAC 122	CNC Turning	1	3	2
MAC 124	CNC Milling	1	3	2
MAT 101	Applied Mathematics I	2	2	3
MEC 180	Engineering Materials	2	3	3

Third Semester

MAC 113	Machining Technology III	2	12	6
				<b>6</b>
<b>Total Semester Hours Required for Diploma</b>				<b>40</b>

# Public Service Technologies

## Cosmetology

D 55 14 0

Diploma

*Cosmetology Certificates are available. Please refer to page 90 for information regarding requirements.*

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses. First semester COS 111 and COS 112 must be completed before entering second or third semester.

### First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
COE 110 World of Work	1	0	1
COS 111 Cosmetology Concepts I	4	0	4
COS 112 Salon I	0	24	8
PSY 101 Applied Psychology	3	0	3
<i>or one of the following:</i>			
ACC 115 College Accounting	3	2	4
ART 111 Art Appreciation	3	0	3
BUS 110 Introduction to Business	3	0	3
CIS 110 Introduction to Computers	2	2	3
DRA 111 Theatre Appreciation	3	0	3
PSY 110 Lifespan Development	3	0	3
SPA 111 Elementary Spanish I	3	0	3
and			
SPA 181 Spanish Lab I	0	2	1

16-17

### Second Semester

COS 113 Cosmetology Concepts II	4	0	4
COS 114 Salon II	0	24	8
ENG 102 Applied Communications II	3	0	3

15

### Third Semester

COS 115 Cosmetology Concepts III	4	0	4
COS 116 Salon III	0	12	4

8

### Fourth Semester

COS 117 Cosmetology Concepts IV	2	0	2
COS 118 Salon IV	0	21	7

9

Total Semester Hours Required for Diploma

48-49

## Criminal Justice Technology

A 55 18 0

Associate in Applied Science

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology. Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, correctional officer, and loss prevention specialist. Students may transfer CJC 111, 121, and 141 to the University of North Carolina System and apply these classes to a four-year criminal justice degree.

### First Year

<i>First Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
CJC 111 Intro to Criminal Justice	3	0	3
CJC 212 Ethics & Comm. Relations	3	0	3
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
SOC 210 Introduction to Sociology	3	0	3
			16

### Second Semester

CJC 141 Corrections	3	0	3
CJC 121 Law Enforcement Ops	3	0	3
ENG 114 Prof. Research & Reporting	3	0	3
MAT 115 Mathematical Models	2	2	3
PSY 150 General Psychology	3	0	3
SOC 220 Social Problems	3	0	3
			18

### Second Year

#### First Semester

CJC 112 Criminology	3	0	3
CJC 131 Criminal Law	3	0	3
CJC 113 Juvenile Justice	3	0	3
HEA 110 Personal Health & Wellness	3	0	3

(or 3 hours of Co-op.)

POL 120 American Govt.	3	0	3
SOC 225 Social Diversity	3	0	3

18

#### Second Semester

CJC 221 Investigative Principles	3	2	4
CJC 231 Constitutional Law	3	0	3
COM 231 Public Speaking	3	0	3
HIS 121 Western Civilizations I	3	0	3
Humanities/Fine Arts Elective			
(Cannot be a COM prefix)	3	0	3

16

Total Semester Hours Required for Associate Degree 68

## Humanities/Fine Arts Electives

Course must appear in the Comprehensive Articulation Agreement list as Humanities/Fine Arts in the COA Catalog.

**BLET Credit:** Students who have successfully completed Basic Law Enforcement Training since 1985 and who have passed the Commission's comprehensive certification examination may receive up to 16 hours of college credit at College of The Albemarle for the following courses: CJC 131, CJC 221, and CJC 231. They may also substitute CJC 132 for CJC 121 and CJC 225 for CJC 141.

Students may also receive up to 2 hours of college credit at College of The Albemarle by substituting CJC 120 for COE 111 and COE 121, if the student has one year of relevant criminal justice working experience.

Students may not receive transfer credit from a University of North Carolina Institution for CJC 121 or CJC 141, if Basic Law Enforcement Training substitution credit is given.

### Four-year college transfer degree:

A Criminal Justice Pre-Major Associate in Arts degree is available to students who plan to transfer to a four-year university. Please see Associate in Arts section.

**Students with certain misdemeanor or felony convictions may have limited criminal justice employment opportunities.**

## Culinary Technology

**A 55 20 0 Associate in Applied Science**  
**D 55 20 0 Diploma**

**(Offered only at the Edenton-Chowan Campus)**

*A Culinary Technology Certificate is available. Please refer to page 91 for information regarding requirements.*

The Culinary Technology curriculum provides specific training to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities. Course offerings emphasize practical application, a strong theoretical knowledge base, and professionalism and provide the critical competencies to successfully meet industry demands. Courses also include sanitation, food/beverage service and control, baking, garde manger, American/international cuisines, food production, and hospitality supervision. Graduates should qualify for entry-level positions such as line cook, station chef, and assistant pastry chef. American Culinary Federation certification is available to graduates. With experience, graduates may advance to positions such as sous-chef, executive chef, or food service manager.

### Associate in Applied Science

#### First Year

First Semester	Class	Lab	Clin.	Credits
CIS 110 Intro to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
CUL 110 Sanitation & Safety	2	0	0	2
CUL 110A Sanitation & Safety Lab	0	2	0	1
CUL 140 Basic Culinary Skills	2	6	0	5
ENG 111 Expository Writing	3	0	0	3
MAT 115 Mathematical Models	2	2	0	3

18

### Second Semester

COM 120 Interpersonal Commun.	3	0	0	3
CUL 112 Nutrition for Foodservice	3	0	0	3
CUL 135 Food & Beverage Service	2	0	0	2
CUL 135A Food & Bvrg Srvc Lab	0	2	0	1
CUL 160 Baking I	1	4	0	3
CUL 240 Advanced Culinary Skills	1	8	0	5
ENG 114 Prof. Research & Reporting	3	0	0	3

20

### Second Year

#### First Semester

BUS 137 Principles of Management	3	0	0	3
CUL 120 Purchasing	2	0	0	2
CUL 120A Purchasing Lab	0	2	0	1
CUL 130 Menu Design	2	0	0	2
CUL 150 Food Science	1	2	0	2
CUL 170 Garde-Manger I	1	4	0	3
Humanities/Fine Arts Elective (Cannot be a COM prefix)	3	0	0	3
Social/Behavioral Sciences Elective	3	0	0	3

19

#### Second Semester

COE Cooperative Education	0	0	20	2
CUL 260 Baking II	1	4	0	3
CUL 180 Intrntl. & Amer. Rgn. Csine	1	8	0	5

*Select at least 6 credit hours from the following:*

ACC 115 College Accounting	3	2	0	4
BUS 280 REAL Small Business	4	0	0	4
BUS 285 Business Mgmt. Issues	2	2	0	3
CUL 125 Hospitality Info Sys	1	2	0	2
CUL 210 Fdsv. for Spec. Popultns	1	8	0	5
CUL 220 Fdsv. for Spec. Operations	1	8	0	5
CUL 250 Classical Cuisine	1	8	0	5
CUL 270 Garde-Manger II	1	4	0	3
CUL 280 Pastry & Confections	1	4	0	3
HRM 110 Introduction to Hospitality	2	0	0	2

16

**Total Semester Hours Required for Associate Degree 73**

### Diploma

#### First Year

First Semester	Class	Lab	Clin.	Credits
CIS 110 Intro to Computers	2	2	0	3
COE 110 World of Work	1	0	0	1
CUL 110 Sanitation & Safety	2	0	0	2
CUL 110A Sanitation & Safety Lab	0	2	0	1
CUL 140 Basic Culinary Skills	2	6	0	5
ENG 111 Expository Writing	3	0	0	3

15

## Second Semester

CUL 135 Food & Beverage Service	2	0	0	2
CUL 135A Food & Bvrg Srvc Lab	0	2	0	1
CUL 160 Baking I	1	4	0	3
CUL 240 Advanced Culinary Skills	1	8	0	5
				11

## Second Year

### First Semester

*COE 111 Work Experience I	1	0	10	1
CUL 120 Purchasing	2	0	0	2
CUL 130 Menu Design	2	0	0	2
Social/Behavioral Sciences Elective	3	0	0	3
				8

### Second Semester

*COE 121 Work Experience II	1	0	10	1
CUL 125 Hospitality Info Sys	1	2	0	2
				3

**Total Semester Hours Required for Diploma 37**

\* May substitute COE 112 for COE 111 and COE 121. Work experience must total 2 credit hours.

## Early Childhood Associate

A 55 22 0

D 55 22 0

### Associate in Applied Science Diploma

An Early Childhood Certificate is available. Please refer to page 91 for information regarding requirements.

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development and physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start programs, and school-age programs.

### Associate in Applied Science

#### First Year

First Semester	Class	Lab	Credits
ACA 111 College Student Success (COE 110 World of Work if NOT Transferring)	1	0	1
EDU 119 Intro to Education (EDU 111/112 if NOT Transferring)	4	0	4
EDU 144 Child Development I	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 153 Health, Safety, Nutrition	3	0	3
ENG 111 Expository Writing	3	0	3
			17

## Second Semester

CIS 110 Intro to Computers	2	2	3
EDU 145 Child Development II	3	0	3
EDU 131 Child., Family, & Com	3	0	3
EDU 151 Creative Activities	3	0	3
ENG 112 Argument Based Research			
or			
ENG 113 or ENG 114	3	0	3
MAT 161 College Algebra (Take MAT 115 if NOT Transferring)	3	0	3

18

## Second Year

### First Semester

EDU 259 Curriculum Planning	3	0	3
EDU 221 Children w/Exceptionalities	3	0	3
EDU 235 Schl Age Dev. & Prog.	2	0	2
(EDU 261 Early Childhood Admin. if NOT Transferring)			
COE 111 Co-op Work Experience	0	10	1
COE 115 Cooperative Edu Seminar	1	0	1
PED Physical Education Elective	2	0	1
PSY 150 General Psychology	3	0	3
SOC 213 Sociology of the Family	3	0	3

17

## Second Semester

BIO 111 General Biology I	3	3	4
(Take EDU 262 Early Child. Admin. II if NOT Transferring)			
EDU 216 Found. of Edu. (PRAXIS)	3	2	4
(Can take any Humanities/Fine Arts if NOT Trans.-3 cr. hrs.)			
EDU 234 Infants, Toddlers, and Twos	3	0	3
EDU 271 Educational Technology	2	2	3
EDU 280 Language & Literacy Exp.	3	0	3
SPA 111 Elementary Spanish I	3	0	3
(Can take any Humanities/Fine Arts if NOT Trans.-3 cr. hrs.)			
SPA 181 Spanish Lab	0	2	1

18-21

**Total Semester Hours Required for Associate Degree 70-73**

## Diploma

### First Year

First Semester	Class	Lab	Credits
COE 110 World of Work	1	0	1
ENG 111 Expository Writing	3	0	3
EDU 119 Intro to Early Child. Ed	4	0	4
EDU 144 Child Development I	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
			17



### Second Semester

CIS 110 Intro to Computers	2	2	3
EDU 131 Child., Family, & Com	3	0	3
EDU 145 Child Development II	3	0	3
EDU 151 Creative Activities	3	0	3
EDU 280 Literacy & Language Exp.	3	0	3
			<b>15</b>

### Second Year

#### First Semester

COE Cooperative Education	0	10	1
COE 115 Coop. Education Seminar	1	0	1
EDU 221 Children w/Exceptionalities	3	0	3
EDU 259 Curriculum Planning	3	0	3
PED Physical Education Elective 2	0	1	
SPA 111 Elementary Spanish I	3	0	3
SPA 181 Spanish Lab	0	2	1
			<b>13</b>

**Total Semester Hours Required for Diploma** **45**

## Early Childhood Associate/ Teacher Associate Concentration

### A 55 22 B Associate in Applied Science

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings.

Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

#### First Year

First Semester	Class	Lab	Credits
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1
EDU 119 Intro to Early Child. Ed I	4	0	4
or			
(EDU 111/112 Early Child. Cred I/II)			
EDU 144 Child Development I	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
ENG 111 Expository Writing	3	0	3
			<b>20</b>

### Second Semester

COE 111 Cooperative Education	0	10	1
COM 231 Public Speaking	3	0	3
EDU 131 Child., Family, & Com	3	0	3
EDU 145 Child Development II	3	0	3
ENG 112 Argument Based Research			
or			
ENG 112, ENG 113, or ENG 114	3	0	3
MAT 115 Mathematical Models	2	2	3
PED Physical Education Elective 2	2	0	1
			<b>17</b>

### Second Year

#### First Semester

EDU 118 Teach. Assoc. Prin. & Prac.	3	0	3
EDU 186 Reading & Writing Methods	3	0	3
EDU 221 Children w/Exceptionalities	3	0	3
EDU 235 Schl Age Dev. & Prog.	2	0	2
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
			<b>17</b>

### Second Semester

COE 121 Cooperative Education	0	10	1
EDU 151 Creative Activities	3	0	3
EDU 275 Effective Teacher Training	2	0	2
EDU 280 Language & Literacy Exp.	3	0	3
EDU 285 Internship Exp. - Schl Age	1	0	1
Humanities/Fine Arts Elective			
(Cannot be a COM prefix)	3	0	3
PSY 241 Developmental Psychology	3	0	3
SOC 213 Sociology of the Family	3	0	3
			<b>19</b>

**Total Semester Hours Required for Associate Degree 73**

## Fire Protection Technology

### A 55 24 0 Associate in Applied Science

#### (Instructional Services Agreement with Wilson Technical Community College)

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management. Course work includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes. Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons should have opportunities for skilled and supervisory level positions within their current organizations.

Title	Class	Lab	Credits
<i>General Education Courses (21 SHC)</i>			
COM 231 Public Speaking	3	0	3
ENG 111 Expository Writing	3	0	3
ENG 114 Prof Research & Report	3	0	3
Humanities or Fine Arts Elective	3	0	3
MAT 115 Mathematical Models	2	2	3
Social/Behavioral Science Elective	3	0	3
			<b>18</b>

### Major Courses

#### Required Core Courses (16 SHC)

FIP 120 Intro to Fire Protection	2	0	2
FIP 124 Fire Protection & Public Ed.	2	0	3
FIP 128 Detection & Investigation	3	0	3
FIP 220 Fire Fighting Strategies	3	0	3
FIP 230 Chem of Hazardous Mat I	5	0	5
			<b>16</b>

#### Other Major Courses (35 SHC)

FIP 136 Inspections and Codes	3	0	3
FIP 152 Fire Protection Law	2	0	2
FIP 156 Computers in Fire Service	1	2	2
FIP 224 Instructional Methodology	3	0	3
FIP 228 Local Government Finance	2	0	2
FIP 232 Hydraulics and Water Dist	2	2	3
FIP 236 Emergency Management	2	0	2
FIP 240 Fire Service Supervision	2	0	2
FIP 248 Fire Service Personnel Adm	3	0	3
FIP 252 Apparatus Spec & Purchas.	2	0	2
FIP 256 Municipal Public Relations	2	0	2
FIP 260 Fire Protection Planning	3	0	3
FIP 276 Managing Fire Services	3	0	3
POL 120 American Government	3	0	3
			<b>35</b>

#### Other Required Courses (1SHC)

COE 110 World of Work	1	0	1
			<b>1</b>

**Total Semester Hours Required for Associate Degree 70**

## Foodservice Technology

**D 55 25 0**

**Diploma**

**(Offered only at Pasquotank Correctional Institution)**

*A Foodservice Technology Certificate is available. Please refer to page 91 for information regarding requirements.*

The Foodservice Technology curriculum is designed to introduce students to the foodservice industry and prepare them for entry-level positions. Courses include sanitation and safety, basic and advanced foodservice skills, baking, menu planning, and cost control. Graduates should qualify for employment as line cooks, prep cooks, or bakers in foodservice settings.

### First Year

#### First Semester (Fall)

	Class	Lab	Credits
FST 101 Introduction to Baking	1	4	3
FST 102 Basic Foodservice Skills	3	8	7
FST 103 Safety & Sanitation	2	2	3
FST 104 Foodservice Equipment	1	2	2
CIS 111 Basic PC Literacy	1	2	2
ENG 102 Applied CommunicationsII	3	0	3
			<b>20</b>

#### Second Semester (Spring)

COE 110 World of Work	1	0	1
FST 100 Intro to Foodservice I	1	0	1
FST 105 Menu Planning	4	2	5
FST 106 Adv. Foodservice Skills	2	6	5
FST 107 Advanced Baking	1	4	3
FST 108 Cost Control	2	2	3
MAT 101 Applied Math	2	2	3
			<b>21</b>
<b>Total Semester Hours Required for Diploma</b>			<b>41</b>

## Associate in General Occupational Technology

**A 55 28 0**

**Associate in Applied Science**

**Don't see a program that meets your specific needs? Then build your own program for success.** The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs. The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate-level courses offered by the college. Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities. All courses must be numbered 100-119 or 200-299. This program is designed for individuals who are not planning to transfer to senior college or university. Students wishing to transfer hours to a senior college or university should pursue an Associate in General Education (A 10 30 0). Contact a member of the Admissions staff today to begin building your program for future success.

Title	Class	Lab	Credits
<i>General Education Courses (15 SHC)</i>			
<b>A. Composition (6 Semester Hours Credit)</b>			
ENG 111 Expository Writing	3	0	3
<i>Choose one of the following:</i>			
ENG 112 Argument-Based Research	3	0	3
ENG 113 Literature-Based Research	3	0	3
ENG 114 Professional Res. & Report.	3	0	3
			<b>6</b>

#### B. Humanities/Fine Arts (3 Semester Hours Credit)

Select one course that has been approved to satisfy the CAA general education core requirements in Humanities /Fine Arts.

C. Social/Behavioral Sciences (3 Semester Hours Credit)

Select one course that has been approved to satisfy the CAA general education core requirements in Social/Behavioral Science.

3

D. Natural Sciences/Mathematics (3 Semester Hours Credit)

Select one course that has been approved to satisfy the CAA general education core requirements in Natural Science or Mathematics.

8

E. Other Required Courses (50 Semester Hours Credit)

ACA 111 College Student Success	1	0	1
CIS 110 Intro to Computers	2	2	3
PED 000 Physical Education Elective	Varies	Varies	1
PED 000 Physical Education Elective	Varies	Varies	1

Choose one of the following:

COM 110 Intro to Communications	3	0	3
COM 120 Interpersonal Com.	3	0	3
COM 231 Public Speaking	3	0	3

Electives (41 SHC) Select 41 additional hours from courses numbered 100 or above that are in the catalog.

50

Total Semester Hours Required for Associate Degree 65

# Transport System Technologies

## Automotive Systems Technology

A 60 16 0 Associate in Applied Science

(Instructional Services Agreement with Martin Community College)

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

This degree must be completed at Martin Community College.

Title	Class	Lab	Credits
General Education Courses (15 SHC)			
Elective (Humanities or Fine Arts)	3	0	3
Elective (Social/Behavioral Science)	3	0	3

ENG 111 Expository Writing	3	0	3
ENG 112, 113, or 114	3	0	3
MAT 115 Mathematical Models	2	2	3

Major Courses (27 SHC)

AUT 115 Engine Fundamentals	2	3	3
AUT 116 Engine Repair	1	3	2
AUT 141 Suspension & Steering Sys	2	4	4
AUT 151 Brake Systems	2	2	3
AUT 152 Brake Systems Lab	0	2	1
AUT 161 Electrical Systems	2	6	4
AUT 171 Heating & Air Conditioning	2	3	3
AUT 181 Engine Perf - Electrical	2	3	3
AUT 183 Engine Perf - Fuels	2	3	3
AUT 184 Engine Perf - Fuels Lab	0	3	1

Other Major Courses (20 SHC)

AUT 164 Automotive Electronics	3
AUT 221 Automatic Transmissions	4
AUT 231 Manual Drive Trains/ Axles	3
AUT 241 Adv. Chassis/Suspension	4
AUT 282 Engine Electrical Management	6

Other Required Courses (10 SHC)

CIS 111 Basic PC Literacy	2
COE 112 Co-op Work Experience I	2
COE 122 Co-op Work Experience II	2
PHY 121 Applied Physics I	4

Total Semester Hours Required for Associate Degree 72

# Developmental Studies

College of The Albemarle's Developmental Studies courses are a key component of the college's "open-door" admissions policy. Some students seeking admission to the college's academic programs find themselves needing additional skills reinforcement. Developmental Studies courses offer these students an opportunity for study which will prepare them to enter the curriculum of their choice with a better probability of success.

The academic needs of many developmental students often include strengthening their skills in reading, mathematics, grammar, and composition. Students enrolled in Developmental Studies courses concentrate on their particular areas of weakness and may, at the same time, study specific curriculum courses which seem feasible in view of their needs and interests. This permits students to make some progress toward a degree while also strengthening their skills.

Any student may register for Developmental Studies courses; however, most students enroll in the courses through the Admission Office's screening process. All those students who enroll in a two-year program of study, those who enroll in some diploma or certificate programs, and those who plan to enroll in a course requiring college-level proficiency in English, math, or reading are required to take a Placement Assessment. Students who score below the designated minimum scores are enrolled in Developmental Studies courses for indicated course work. Completion of

this course work is required prior to enrolling in specific courses or programs.

Students who place in two or three of the developmental areas must take ACA 118 College Study Skills in their first semester. ACA 118 will substitute for ACA 111 for college transfer programs (AA, AS, AFA) and those AAS programs that require ACA 111 instead of COE 110; however, students enrolled in AAS programs that require COE 110 must take COE 110 in addition to ACA 118. ACA 118 will not substitute for COE 110.

The following is a list of Developmental Studies courses:

	Class	Lab	Credits
<b>English</b>			
ENG 080 Writing Foundations	3	2	4
ENG 090 Composition Strategies	3	0	3
ENG 090 A Comp. Strategies Lab	0	2	1
<b>Mathematics</b>			
MAT 060 Essential Mathematics	3	2	4
MAT 070 Introductory Algebra	3	2	4
MAT 080 Intermediate Algebra	3	2	4
MAT 090 Accelerated Algebra	3	2	4
<b>Reading</b>			
RED 080 Intro to College Reading	3	2	4
RED 090 Improving College Reading	3	2	4

## Certificate Programs

The following list course requirements for certificate programs. Please note that courses listed are not order based on semester.

### Agricultural and Natural Resources Technologies

(The Marine Sciences program are offered only at the Dare County Campus.)

#### Marine Sciences: Marine Engines

##### C 15 31 0 Certificate: Marine Engines

	Class	Lab	Credits
ELN 114 Marine Electronics	1	2	2
MSC 122 Boat Handl./Seamanship	2	3	3
MSC 124 Industrial Skills	1	4	3
MSC 126 Marine Engines	1	2	2
WLD 112 Basic Welding Processes	1	3	2

Total Semester Hours Required for Certificate 12

#### Marine Sciences: General Marine Technology

##### C 15 31 0 Certificate: General Marine Technology

	Class	Lab	Credits
ELN 114 Marine Electronics	1	2	2
MSC 122 Boat Handl./Seamanship	2	3	3
MSC 124 Industrial Skills	1	4	3
MSC 126 Marine Engines	1	2	2
WLD 112 Basic Welding Processes	1	3	2
MSC 132 Fishing Gear Technology I	2	3	3
MSC 134 Fishing Gear Technology II	1	2	2

Total Semester Hours Required for Certificate 17

#### Marine Sciences: Fishing

##### C 15 31 0 Certificate: Fishing

	Class	Lab	Credits
ELN 114 Marine Electronics	1	2	2
MSC 122 Boat Handl./Seamanship	2	3	3
MSC 124 Industrial Skills	1	4	3
MSC 126 Marine Engines	1	2	2
MSC 150 Maritime Navigation	2	3	3
WLD 112 Basic Welding Processes	1	3	2

Total Semester Hours Required for Certificate 15

## Marine Sciences: Captain

C 15 31 0

Certificate: Captain

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
CIS 110 Intro to Computers	2	2	3
ELN 114 Marine Electronics	1	2	2
MSC 122 Boat Handl./Seamanship	2	3	3
MSC 124 Industrial Skills	1	4	3
MSC 126 Marine Engines	1	2	2
MSC 152 Marine Instrumentation	1	2	2
WLD 112 Basic Welding Processes	1	3	2

**Total Semester Hours Required for Certificate** 17

## Business Technologies

### Information Systems: Database Management

C 25 26 0D

Certificate IS: Database Management

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
CIS 110 Intro to Computers	2	2	3
CIS 130 Survey of Operating Sys	2	3	3
CIS 152 Dbase Con. & Applications	2	2	3
CIS 153 Database Applications	2	2	3
CSC 139 Visual Basic	2	3	3

**Total Semester Hours Required for Certificate** 15

### Information Systems: Spreadsheets

C 25 26 0S

Certificate IS: Spreadsheets

CIS 110 Intro to Computers	2	2	3
CIS 120 Spreadsheets I	2	2	3
CIS 130 Survey of Operating Sys	2	3	3
CIS 220 Spreadsheets II	1	2	2
(or 2 hrs. Coop.)			
CSC 139 Visual Basic	2	3	3

**Total Semester Hours Required for Certificate** 14

### Information Systems: Technical Communication

C 25 26 0T

Certificate IS: Technical Communication

CIS 110 Intro to Computers	2	2	3
CIS 130 Survey of Operating Sys	2	3	3
CIS 169 Business Presentations	1	2	2
(or 2 hrs. Coop.)			
OST 136 Word Processing	1	2	2
CIS 165 Desktop Publishing	2	2	3

**Total Semester Hours Required for Certificate** 13

## Internet Technologies: Web Page Designer Certificate

C 25 29 0W

Web Page Designer Certificate

CIS 172 Intro to the Internet	2	3	3
CSC 160 Intro to Internet Program.	2	2	3
ITN 140 Web Development Tools	2	2	3
ITN 160 Principles of Web Design	2	2	3
NET 110 Data Com. & Networking	2	2	3

**Total Semester Hours Required for Certificate** 15

## Internet Technologies: Server Administrator

C 25 29 0S

Server Administrator Certificate

CIS 110 Intro to Computers	2	2	3
or			
CIS 111 Basic PC Lit.	1	2	2
CIS 130 Survey of Operating Systems	2	3	3
NET 110 Networking	2	2	3
CIS 174 Network Systems Manager I	2	2	3
CIS 274 Network Systems Man. II	2	2	3

**Total Semester Hours Required for Certificate** 14-15

## Medical Office Administration: Transcription

C 25 31 0M

Medical Office Transcription Certificate

MED 121 Medical Terminology I	3	0	3
MED 122 Medical Terminology II	3	0	3
OST 132 Keyboarding Skill Building	1	2	2
OST 133 Adv. Keyboard Skill	1	2	2
OST 164 Text Editing & Applications	3	0	3
OST 241 Med Office Transcription I	1	2	2
OST 242 Med. Office Transcription II	1	2	2

**Total Semester Hours Required for Certificate** 17

## Office Systems Technology: Word Processing

C 25 36 0W

Certificate: Word Processing

OST 132 Keyboarding Skill Building	1	2	2
OST 134 Text Entry & Formatting	2	2	3
OST 136 Word Processing	1	2	2
OST 164 Text Editing & Applications	3	0	3
OST 236 Advanced Word Processing	2	2	3
OST 286 Professional Development	3	0	3

**Total Semester Hours Required for Certificate** 16

## Office Systems Technology: Receptionist

C 25 36 0R	Certificate: Receptionist		
BUS 121 Business Math	2	2	3
OST 132 Keyboarding Skill Building	1	2	2
OST 136 Word Processing	1	2	2
OST 164 Text Editing & Applications	3	0	3
OST 184 Records Management	1	2	2
OST 286 Professional Development	3	0	3
<b>Total Semester Hours Required for Certificate</b>	<b>15</b>		

## Commercial & Artistic Production Technologies

(The Professional Crafts program are offered only at the Dare County Campus.)

### Professional Crafts: Clay

C 30 30 0B	Basic Clay Certificate			
	Class	Lab	Clin.	Credits
PCC 110 Introduction to Pottery	3	15	0	8
PCC 111 Functional Pottery I	3	15	0	8
<b>Total Hours Required for Certificate</b>	<b>16</b>			

C 30 30 0A	Advanced Clay Certificate			
PCC 210 Functional Pottery II	3	15	0	8
PCC 211 Decorative Pottery	3	15	0	8
<b>Total Hours Required for Certificate</b>	<b>16</b>			

### Professional Crafts: Jewelry

(Pending State Board of Community College Approval)

C 30 34 0B	Basic Jewelry Certificate			
	Class	Lab	Clin.	Credits
PCJ 111 Introduction to Jewelry	2	15	0	7
PCJ 112 Jewelry Forming Techniques	2	15	0	7
PCC 121 Jewelry Design I	2	0	0	2
<b>Total Hours Required for Certificate</b>	<b>16</b>			

C 30 34 0A	Advanced Jewelry Certificate			
PCJ 113 Jewelry Decorative Tech.	3	9	0	6
PCJ 122 Jewelry Design II	2	0	0	2
PCJ 214 Jewelry Production Tech.	2	15	0	7
<b>Total Hours Required for Certificate</b>	<b>15</b>			

## Construction Technologies

### Air Conditioning, Heating and Refrigeration Technology

C 35 10 0I	Certificate: Entry Level I		
AHR 110 Intro to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 112 Heating Technology	2	4	4
<i>Choose one of the following:</i>			
AHR 210 Residential Building Codes (PCI only)	1	2	2
WLD 112 Basic Welding Processes	1	3	2
<b>Total Hours Required for Certificate</b>	<b>14</b>		

<b>C 35 10 0II</b>	<b>Certificate: Entry Level II</b>
<i>Choose four of the following:</i>	

MAT 101 Applied Mathematics I	2	2	3
AHR 113 Comfort Cooling	2	4	4
AHR 114 Heat Pump Technology	2	4	4
AHR 130 HVAC Controls	2	2	3
AHR 133 HVAC Servicing	2	6	4
<b>Total Hours Required for Certificate</b>	<b>14-15</b>		

### Building Construction Technology

#### C 35 14 0 I

#### Building Construction Technology Level I

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs and lecture courses provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry. Course work includes, use and care of hand and power tools, basic construction concepts such as, blueprint reading, footings and foundations, framing, and OSHA/safety certification. Upon completion of this program, students will receive a certificate in Building Construction Technology Level One, and will be registered with the National Center for Construction Education and Research, and should qualify for entry-level jobs in construction and be able to advance quickly to management positions such as project coordinators, estimators, inspectors, or supervisors.

#### Level One

BPR 130 Blueprint Reading/Const	1	2	2
CAR 110 Introduction to Carpentry	2	0	2
CST 111 Construction I	3	3	4
CST 131 OSHA/Safety/Certification	2	2	3
WOL 110 Basic Construction Skills	2	3	3
<b>Total Hours Required for Certificate</b>	<b>14</b>		

## C 35 140 II Building Construction Technology Level II

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs and lecture courses provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry. Course work includes, framing, electrical wiring systems, planning and estimating, and building codes. Upon completion of this program, students will receive a certificate in Building Construction Technology, Level Two, and will be registered with the National Center for Construction Education and Research, and should qualify for entry-level jobs in construction and be able to advance quickly to management positions such as project coordinators, estimators, inspectors, or supervisors.

### Level Two

CAR 114 Residential Building Codes	3	0	3
CAR 115 Residential Plan and Est.	3	0	3
CST 112 Construction II	3	3	4
CST 251 Electrical Wiring Systems	2	2	3
<b>Total Hours Required for Certificate</b>			<b>13</b>

## Carpentry

*Offered only at Pasquotank Correctional Institution*

### C 35 18 0I Certificate: Entry Level I

COE 110 World of Work	1	0	1
BPR 130 Blueprint Reading: Const.	1	2	2
CAR 110 Introduction to Carpentry	2	0	2
CAR 111 Carpentry I	3	15	8

**Total Hours Required for Certificate** 13

### C 35 18 0II Certificate: Entry Level II

CAR 112 Carpentry II	3	15	8
CAR 114 Residential Bldg. Codes	3	0	3
CAR 115 Rsdntl Planning/Estimating	3	0	3

**Total Hours Required for Certificate** 14

## Electrical/Electronics Technology

### C 35 22 0 I Electrical/Electronics Tech. Level I

The Electrical/Electronics Technology curriculum is designed to provide training for personnel interested in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities. Training, most of which is hands-on, includes such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Upon completion of this program, students will receive a certificate in Electrical/Electronics Technology, and be registered with the National Center for Construction Education and Research. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems. *Prerequisites: None*

### Level One

ELC 112 DC/AC Electricity	3	6	5
ELC 113 Basic Wiring I	2	6	4
ELC 126 Electrical Computations	2	2	3
<b>Total Hours Required for Certificate</b>			<b>12</b>

### C 35 22 0 II Electrical/Electronics Tech. Level II

The Electrical/Electronics Technology curriculum is designed to provide training for personnel interested in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities. Training, most of which is hands-on, includes such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Upon completion of this program, students will receive a certificate in Electrical/Electronics Technology, and be registered with the National Center for Construction Education and Research. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems. *Prerequisites: Electrical/Electronics Technology Level One*

### Level Two

ELC 114 Basic Wiring II	2	6	4
ELC 117 Motors and Controls	2	6	4
ELC 118 National Electrical Code	1	2	2
MAT 101 Applied Mathematics I	2	2	3

**Total Hours Required for Certificate** 13

## Engineering Technologies

### Architectural Technology

#### C 40 10 0 Certificate

ARC 111 Intro to Architecture	1	6	3
ARC 113 Residential Archt. Tech	1	6	3
ARC 114 Architectural CAD	1	3	2
ARC 220 Adv. Architectural CAD	1	3	2
CIS 110 Introduction to Computers	2	2	3
COE 110 World of Work	1	0	1

**Total Hours Required for Certificate** 14

## Computer Engineering Technology

#### C 40 16 0 Certificate

CET 111 Comp Upgrade/Rpr I (8wk)2	3	3
CET 211 Comp Upgrade/Rpr II (8wk)2	3	3
CIS 110 Introduction to Computers	2	2
or CIS 111 PC Literacy	1	2
CIS 130 Survey of Operating Sys	2	3
EGR 131 Intro. to Electronics Tech.	1	2

**Total Hours Required for Certificate** 13-14

## Health Sciences

### Nursing Assistant

C 45 48 0

Certificate

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, and employment skills. Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. Graduates may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

	Class	Lab	Clin.	Credits
NAS 101 Nursing Assistant I	3	2	3	5
NAS 102 Nursing Assistant II	3	2	6	6
NAS 103 Home Health Care	2	0	0	2
<b>Total Hours Required for Certificate</b>				<b>13</b>

Please note that nursing assistant courses are offered through the Continuing Education Department. Please call 335-0821, ext. 2250 for more information.

## Industrial Technologies

### Machining Technology

C 50 30 0I

Certificate: Entry Level I

BPR 111 Blueprint Reading	1	2	2	
BPR 121 Blueprint Reading: Mech.	1	2	2	
CIS 111 Basic PC Literacy	1	2	2	
MAC 111 Machining Technology I	2	12	6	
MAC 121 Introduction to CNC	2	0	2	
<b>Total Hours Required for Certificate</b>				<b>14</b>

C 50 30 0II

Certificate: Entry Level II

MAC 112 Machining Technology II	2	12	6	
MAC 122 CNC Turning	1	3	2	
MAC 124 CNC Milling	1	3	2	
MAT 101 Applied Mathematics I	2	2	3	
MEC 180 Engineering Materials	2	3	3	
<b>Total Hours Required for Certificate</b>				<b>16</b>

## Public Service Technologies

### Basic Law Enforcement Training

C 55 12 0

Certificate

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Successful graduates receive a curriculum certificate upon passing the certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

	Class	Lab	Credits
CJC 100 Basic Law Enfrcmnt Trng	8	30	18
<b>Total Semester Hours Required for Certificate</b>			<b>18</b>

## Cosmetology

C 55 14 0

Certificate

	Class	Lab	Credits
COS 111 Cosmetology Concepts I	4	0	4
COS 112 Salon I	0	24	8
COS 113 Cosmetology Concepts II	4	0	4
COS 114 Salon II	0	24	8
COS 115 Cosmetology Concepts III	4	0	4
COS 116 Salon III	0	12	4
COS 223 Contemporary Hair Color	1	3	2
or			
COS 260 Design Applications	1	3	2
<b>Total Semester Hours Required for Certificate</b>			<b>34</b>

## Cosmetology Instructor

C 55 16 0

Certificate

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

Class	Lab	Credits
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COS 271	Instructor Concepts I	5	0	5
COS 272	Instructor Practicum I	0	21	7
COS 273	Instructor Concepts II	5	0	5
COS 274	Instructor Practicum II	0	21	7
<b>Total Semester Hours Required for Certificate</b>				<b>24</b>

## Culinary Technology

**C 55 20 0** **Certificate**

**(Offered only at the Edenton-Chowan Campus)**

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
CUL 110 Sanitation & Safety	2	0	2
CUL 110A Sanitation & Safety Lab	0	2	1
CUL 120 Purchasing	2	0	2
CUL 120A Purchasing Lab	0	2	1
CUL 135 Food & Beverage Service	2	0	2
CUL 135A Food & Bvrg Srvc Lab	0	2	1
CUL 140 Basic Culinary Skills	2	6	5
CUL 160 Baking I	1	4	3
<b>Total Hours Required for Certificate</b>			<b>17</b>

## Early Childhood Associate

**C 55 22 0** **Certificate**

EDU 119	Intro to Early Child. Ed.	4	0	4
EDU 131	Child, Family, & Com	3	0	3
EDU 144	Child Development I	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 153	Health, Safety & Nutrition	3	0	3
<b>Total Hours Required for Certificate</b>				<b>16</b>

## Foodservice Technology

**C 55 25 0** **Certificate**

**(Offered only at Pasquotank Correctional Institution)**

FST 100	Intro to Foodservice I	1	0	1
FST 101	Intro to Baking	1	4	3
FST 102	Basic Foodservice Skills	3	8	7
FST 103	Safety & Sanitation	2	2	3
FST 104	Foodservice Equipment	1	2	2
<b>Total Hours Required for Certificate</b>				<b>16</b>

## Manicuring Instructor

**C 55 38 0** **Certificate**

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology. Course work includes all phases of manicuring theory laboratory instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

	<i>Class</i>	<i>Lab</i>	<i>Credits</i>
COS 251 Manicure Instr. Concepts	8	0	8
COS 252 Manicure Instr. Practicum	0	15	5
<b>Total Semester Hours Required for Certificate</b>			<b>13</b>

# Course Descriptions

All courses at College of The Albemarle use the identical three-letter prefix and three-digit number as other community colleges in the North Carolina Community College System for a comparable course. Courses with numbers below 100 are developmental education courses and are strictly for preparatory credit. Credit for completion of such courses will not apply toward completion of degrees, diplomas, or certificates.

Following each course prefix, number, and title are the numbers which indicate semester credit hours and the number of class hours per week, lab hours and/or clinical or shop hours per week, if required. In addition, the term is included that the course is normally offered - (F), Fall Semester; (S), Spring Semester; (SS), Summer Session; (Var), Varies depending upon sufficient request or need for the course.

A listing of 4(3-2) (F) indicates that the course meets for three class hours and two lab hours each week and earns the student four semester hour credits upon successful completion at the end of a fall term. This does not apply for developmental courses. A listing of 11(7-6-6) (S) indicates that the course meets for seven class hours per week, six lab hours per week, six clinical or shop hours per week, and earns the student 11 semester hour credits upon successful completion at the end of a spring term.

## Reading & Writing Across the Curriculum

The ability to communicate in written form is essential for success in college and the 21st Century workforce. Employers need individuals who can access, comprehend, evaluate and use information from a variety of technical and narrative sources. Successful individuals must also be able to summarize and organize information and communicate clearly in written form. College of The Albemarle has established the Reading and Writing Across the Curriculum requirement. Courses requiring extensive reading and writing skills require placement above or successful completion of RED 090 and ENG 090 or 095 prior to entrance into the respective course. Refer to the "Assessment and Academic Placement" section for further information on the assessment process and the "Developmental Education" section for additional information of the RED and ENG preparatory courses.

*\* Courses marked with an asterisk (\*) have been approved to satisfy the Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina.*

## Academic Related

**ACA 111** **College Student Success**  
1(1-0) (F, S, SS)  
*Prerequisites:* None *Corequisites:* None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

**ACA 118** **College Study Skills**  
2(1-2) (F, S)  
*Prerequisites:* None *Corequisites:* None

This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

## Accounting

**ACC 115** **College Accounting**  
4(3-2) (F)  
*Prerequisites:* MAT 070 and RED 090  
*Corequisites:* None

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

**\*ACC 120** **Principles of Financial Accounting**  
4(3-2) (F, S)  
*Prerequisites:* MAT 070 and RED 090  
*Corequisites:* None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

**\*ACC 121** **Principles of Managerial Accounting**  
4(3-2) (S)  
*Prerequisites:* ACC 120 *Corequisites:* None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

**ACC 140** **Payroll Accounting**  
2(1-2) (S)  
*Prerequisites:* ACC 120 or ACC 115 *Corequisites:* None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

**ACC 150                      Accounting Software Applications**  
4(1-2)    (F)  
*Prerequisites:* ACC 120 or ACC 115    *Corequisites:* None

This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

**Air Conditioning, Heating, & Refrigeration**

**AHR 110                      Introduction to Refrigeration**  
5(2-6)    (F)  
*Prerequisites:* None                      *Corequisites:* None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

**AHR 111                      HVACR Electricity**  
3(2-2)    (F)  
*Prerequisites:* None                      *Corequisites:* None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

**AHR 112                      Heating Technology**  
4(2-4)    (F)  
*Prerequisites:* None                      *Corequisites:* None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

**AHR 113                      Comfort Cooling**  
4(2-4)    (S)  
*Prerequisites:* None                      *Corequisites:* None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

**AHR 114                      Heat Pump Technology**  
4(2-4)    (S)  
*Prerequisites:* AHR 110 or AHR 113    *Corequisites:* None

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

**AHR 130                      HVAC Controls**  
3(2-2)    (S)  
*Prerequisites:* AHR 111                      *Corequisites:* None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

**AHR 133                      HVAC Servicing**  
4(2-6)    (SS)  
*Prerequisites:* None  
*Corequisites:* AHR 112 or AHR 113

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

**AHR 210                      Residential Building Code**  
2(1-2)    (S)  
*Prerequisites:* None                      *Corequisites:* None

This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.

**Architecture**

**ARC 111                      Introduction to Architectural Technology**  
3(1-6)    (Varies)  
*Prerequisites:* None                      *Corequisites:* None

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

**ARC 112                      Construction Materials & Methods**  
4(3-2)    (Varies)  
*Prerequisites:* None                      *Corequisites:* None

This course introduces construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

**ARC 113 Residential Architectural Technology**

3(1-6) (Varies)

*Prerequisites:* ARC 111*Corequisites:* ARC 112

This course covers intermediate residential working drawings. Topics include residential plans, elevations, sections, details, schedules, and other related topics. Upon completion, students should be able to prepare a set of residential working drawings that are within accepted architectural standards.

**ARC 114 Architectural CAD**

2(1-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards.

**ARC 131 Building Codes**

3(2-2) (Varies)

*Prerequisites:* ARC 112*Corequisites:* None

This course covers the methods of researching building codes for specific projects. Topics include residential and commercial building codes. Upon completion, students should be able to determine the code constraints governing residential and commercial projects.

**ARC 212 Commercial Construction Techniques**

3(1-6) (Varies)

*Prerequisites:* ARC 111*Corequisites:* ARC 112

This course introduces regional construction techniques for commercial plans, elevations, sections, and details. Topics include production of a set of commercial contract documents and other related topics. Upon completion, students should be able to prepare a set of working drawings in accordance with building codes.

**ARC 213 Design Project**

4(2-6) (Varies)

*Prerequisites:* ARC 111, ARC 112 & ARC 114*Corequisites:* None

This course provides the opportunity to design and prepare a set of contract documents within an architectural setting. Topics include schematic design, design development, construction documents, and other related topics. Upon completion, students should be able to prepare a set of commercial contract documents.

**ARC 220 Advanced Architect CAD**

2(1-3) (Varies)

*Prerequisites:* ARC 114*Corequisites:* None

This course provides file management, productivity, and CAD customization skills. Emphasis is placed on developing advanced proficiency techniques. Upon completion, students should be able to create prototype drawings and symbol libraries, compose sheets with multiple details, and use advanced drawing and editing commands.

**ARC 230 Environmental Systems**

4(3-3) (Varies)

*Prerequisites:* ARC 111 & MAT 161*Corequisites:* None

This course introduces plumbing, mechanical (HVAC), and electrical systems for the architectural environment. Topics include basic plumbing, mechanical, and electrical systems for residential and/or commercial buildings with an introduction to selected code requirements. Upon completion, students should be able to develop schematic drawings for plumbing, mechanical, and electrical systems and perform related calculations.

**ARC 231 Architectural Presentations**

4(2-4) (Varies)

*Prerequisites:* ARC 111*Corequisites:* None

This course introduces architectural presentation techniques. Topics include perspective drawing, shadow projection, texturization, rendered plans, elevations, and other related topics. Upon completion, students should be able to present ideas graphically and do rendered presentation drawings.

**ARC 240 Site Planning**

3(2-2) (Varies)

*Prerequisites:* ARC 111*Corequisites:* None

This course introduces the principles of site planning, grading plans, and earthwork calculations. Topics include site analysis, site work, site utilities, cut and fill, soil erosion control, and other related topics. Upon completion, students should be able to prepare site development plans and details and perform cut and fill calculations.

**ARC 250 Survey of Architecture**

3(3-0) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the historical trends in architectural form. Topics include historical and current trends in architecture. Upon completion, students should be able to demonstrate an understanding of significant historical and current architectural styles.

**Art****\*ART 111 Art Appreciation**

3(3-0) (Varies)

*Prerequisites:* ENG 090 and RED 090*Corequisites:* None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

**\*ART 113 Art Methods and Materials**

3(2-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides an overview of media and techniques. Emphasis is placed on crafts. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes.

**\*ART 114      Art History Survey I**

3(3-0)    (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

**\*ART 115      Art History Survey II**

3(3-0)    (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

**\*ART 121      Design I**

3(0-6)    (F)

*Prerequisites:* None*Corequisites:* None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

**\*ART 122      Design II**

3(0-6)    (S)

*Prerequisites:* ART 121*Corequisites:* None

This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

**\*ART 131      Drawing I**

3(0-6)    (F)

*Prerequisites:* None*Corequisites:* None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. Emphasis is placed on crafts.

**\*ART 132      Drawing II**

3(0-6)    (S)

*Prerequisites:* ART 131*Corequisites:* None

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

**\*ART 171      Computer Art I**

3(0-6)

(Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images.

**\*ART 214      Portfolio and Resumé**

1(0-2)

(Varies)

*Prerequisites:* None*Corequisites:* Limited to those who have completed a sequence in the proposed area of study.

This course covers resumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective resumé.

**\*ART 240      Painting I**

3(0-6)

(Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

**\*ART 241      Painting II**

3(0-6)

(Varies)

*Prerequisites:* ART 240*Corequisites:* None

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.

**\*ART 281      Sculpture I**

3(0-6)

(Varies)

*Prerequisites:* ART 122 or permission of instructor*Corequisites:* None

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches.

**\*ART 283      Ceramics I**

3(0-6)

(Varies)

*Prerequisites:* Permission of instructor*Corequisites:* None

This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression.

**\*ART 284 Ceramics II**

3(0-6) (Varies)

*Prerequisites:* ART 283 or equivalent and permission of instructor  
*Corequisites:* None

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness.

**\*ART 285 Ceramics III**

3(0-6) (Varies)

*Prerequisites:* ART 284 or equivalent and permission of instructor  
*Corequisites:* None

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

**\*ART 286 Ceramics IV**

3(0-6) (Varies)

*Prerequisites:* ART 285 or equivalent and permission of instructor  
*Corequisites:* None

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

**\*ART 288 Studio**

3(0-6) (Varies)

*Prerequisites:* Limited to those who have completed a sequence of art courses in the proposed area of study or permission of instructor.  
*Corequisites:* None

This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques.

**Astronomy****\*AST 111 Descriptive Astronomy**

3(3-0) (S)

*Prerequisites:* MAT 070*Corequisites:* AST 111A

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them.

**\*AST 111A Descriptive Astronomy Lab**

1(0-2) (S)

*Prerequisites:* None*Corequisites:* AST 111

This course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them.

**Automotive**

*Automotive courses are offered as part of an Instructional Services Agreement between College of The Albemarle and Martin Community College.*

**AUT 115 Engine Fundamentals**

3(2-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis/repair of automotive engines using appropriate tools, equipment, procedures, and service information.

**AUT 116 Engine Repair**

2(1-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers service/repair/rebuilding of block, head, and internal engine components. Topics include engine repair/reconditioning using service specifications. Upon completion, students should be able to rebuild/recondition an automobile engine to service specifications.

**AUT 141 Suspension & Steering Sys**

4(2-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair various steering and suspension components, check and adjust various alignment angles, and balance wheels.

**AUT 151 Brake Systems**

3(2-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

**AUT 152 Brake Systems Lab**  
1(0-2) (Varies)  
*Prerequisites:* None *Corequisites:* AUT 151

This course provides a laboratory setting to enhance brake system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 151. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 151.

**AUT 161 Electrical Systems**  
4(2-6) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, and basic electrical accessories. Topics include diagnosis and repair of battery, starting, charging, lighting, and basic accessory systems problems. Upon completion, students should be able to diagnose, test, and repair the basic electrical components of an automobile.

**AUT 171 Heating & Air Conditioning**  
3(2-3) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

**AUT 181 Engine Performance - Electrical**  
3(2-3) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course covers the principles, systems, and procedures required for diagnosing and restoring engine performance using electrical/electronics test equipment. Topics include procedures for diagnosis and repair of ignition, emission control, and related electronic systems. Upon completion, students should be able to describe operation of and diagnose/repair ignition/emission control systems using appropriate test equipment and service information.

**AUT 183 Engine Performance - Fuels**  
3(2-3) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment.

**AUT 184 Engine Performance - Fuels Lab**  
1(0-3) (Varies)  
*Prerequisites:* None *Corequisites:* AUT 183

This course provides a laboratory setting to enhance the skills for diagnosing and repairing fuel delivery/management and emission systems. Emphasis is placed on practical experiences that enhance the topics presented in AUT 183. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 183.

## Biology

**BIO 106 Intro to Anat/Phys/Micro**  
3(2-2) (F)  
*Prerequisites:* None *Corequisites:* None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. This is a certificate and diploma level course.

**\*BIO 111 General Biology I**  
4(3-3) (F, SS)  
*Prerequisites:* ENG 090, RED 090, MAT 070  
*Corequisites:* None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

**\*BIO 112 General Biology II**  
4(3-3) (S, SS)  
*Prerequisites:* BIO 111 *Corequisites:* None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

**\*BIO 140 Environmental Biology**  
3(3-0) (Varies)  
*Prerequisites:* None *Corequisites:* BIO 140A

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues.

**\*BIO 140A Environmental Biology Lab**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.

**\*BIO 145 Ecology**

4(3-3) (Varies)

*Prerequisites:* BIO 111*Corequisites:* None

This course provides an introduction to ecological concepts using an ecosystems approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics.

**\*BIO 146 Regional Natural History**

4(3-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course is an interdisciplinary and historical analysis of the natural resources of the region. Emphasis is placed on geology, climate, forest systems, watersheds, water resources, and fish and wildlife resources of the region. Upon completion, students should be able to demonstrate comprehension of the natural history and the integration of the natural resources of the region.

**\*BIO 163 Basic Anatomy and Physiology**

5(4-2) (F)

*Prerequisites:* None*Corequisites:* None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

**\*BIO 168 Anatomy and Physiology I**

4(3-3) (F, SS)

*Prerequisites:* ENG 090, RED 090, MAT 070*Corequisites:* None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

**\*BIO 169 Anatomy and Physiology II**

4(3-3) (S, SS)

*Prerequisites:* BIO 168*Corequisites:* None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

**\*BIO 243 Marine Biology**

4(3-3) (Varies)

*Prerequisites:* BIO 111*Corequisites:* None

This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology.

**Blueprint Reading****BPR 111 Blueprint Reading**

2(1-2) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

**BPR 121 Blueprint Reading: Mech**

2(1-2) (S)

*Prerequisites:* BPR 111*Corequisites:* None

This course covers the interpretation of intermediate blueprints. Students will learn computer aided drafting. Upon completion, students should be able to produce blueprints on a CAD System.

**BPR 130 Blueprint Reading: Construction**

2(1-2) (F)

*Prerequisites:* None*Corequisites:* None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

**Business****\*BUS 110 Introduction to Business**

3(3-0) (F, S)

*Prerequisites:* ENG 090 and RED 090*Corequisites:* None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

**\*BUS 115 Business Law I**

3(3-0) (F, S)

*Prerequisites:* ENG 090 and RED 090*Corequisites:* None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.



**BUS 121 Business Math**  
 3(2-2) (S)  
*Prerequisites:* MAT 070 and RED 090  
*Corequisites:* None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

**BUS 137 Principles of Management**  
 3(3-0) (F, S)  
*Prerequisites:* ENG 090 and RED 090  
*Corequisites:* None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

**BUS 260 Business Communication**  
 3(3-0) (F, S)  
*Prerequisites:* ENG 111 *Corequisites:* None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

**BUS 280 REAL Small Business**  
 4(4-0) (S)  
*Prerequisites:* None *Corequisites:* None

This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.

**BUS 285 Business Management Issues**  
 3(2-2) (S)  
*Prerequisites:* BUS 137 and CIS 120 *Corequisites:* None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

## Carpentry

**CAR 110 Introduction to Carpentry**  
 2(2-0) (F)  
*Prerequisites:* None *Corequisites:* None

This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

**CAR 111 Carpentry I**  
 8(3-15) (F)  
*Prerequisites:* None *Corequisites:* None

This course introduces the theory and construction methods associated with the building industry including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision. This is a diploma-level course.

**CAR 112 Carpentry II**  
 8(3-15) (S)  
*Prerequisites:* CAR 111 *Corequisites:* None

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision. This is a diploma-level course.

**CAR 113 Carpentry III**  
 6(3-9) (SS)  
*Prerequisites:* CAR 111 *Corequisites:* None

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision. This is a diploma-level course.

**CAR 114 Residential Bldg Codes**  
 3(3-0) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

**CAR 115 Residential Planning/Estimating**  
 3(3-0) (S)  
*Prerequisites:* BPR 130 *Corequisites:* None

This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.

## Computer Engineering Technology

### **CET 111      Computer Upgrade/Repair I**

3(2-3) (S)

*Prerequisites:* CIS 110, CIS 111 or equivalent

*Corequisites:* None

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

### **CET 211      Computer Upgrade/Repair II**

3(2-3) (S)

*Prerequisites:* CET 111

*Corequisites:* None

This course is the second of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

## Chemistry

### **\*CHM 135      Survey of Chemistry I**

4(3-2) (Varies)

*Prerequisites:* MAT 070

*Corequisites:* None

This course provides an introduction to inorganic chemistry. Emphasis is placed on measurement, atomic structure, bonding, molecular geometry, nomenclature, reactions, the mole concept, stoichiometric calculations, states of matter, and the gas laws. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

### **\*CHM 136      Survey of Chemistry II**

4(3-2) (Varies)

*Prerequisites:* CHM 135

*Corequisites:* None

This course is a continuation of CHM 135 with further study of inorganic reactions and an introduction to organic, biological, and nuclear chemistry. Topics include solutions, acid-base theory, redox reactions, chemical kinetics, organic chemistry, biochemistry, and nuclear chemistry. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

### **\*CHM 151      General Chemistry I**

4(3-3) (F)

*Prerequisites:* MAT 080 or MAT 090

*Corequisites:* None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

### **\*CHM 152      General Chemistry II**

4(3-3) (S)

*Prerequisites:* CHM 151

*Corequisites:* None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

## (Computer) Information Systems

### **\*CIS 110      Introduction to Computers**

3(2-2) (F, S, SS)

*Prerequisites:* MAT 070, ENG 090, RED 090

*Corequisites:* None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

### **CIS 111      Basic PC Literacy**

2(1-2) (F,S)

*Prerequisites:* None

*Corequisites:* None

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. This course is intended for those who have not received credit for CIS 110.

### **\*CIS 115      Intro to Programming & Logic**

3(2-2) (F,S)

*Prerequisites:* MAT 070

*Corequisites:* None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

### **CIS 120      Spreadsheets I**

3(2-2) (S, SS)

*Prerequisites:* CIS 110 or CIS 111

*Corequisites:* None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

**CIS 130                      Survey of Operating Systems**

3(2-3)    (S)

*Prerequisites:* CIS 110, CIS 111 or equivalent*Corequisites:* None

This course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

**CIS 147                      Operating System - Windows**

3(2-2)    (F, SS)

*Prerequisites:* CIS 130*Corequisites:* None

This course introduces operating systems concepts for a Windows operating system. Topics include hardware management, file and memory management, system configuration/ optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a "Symbol" environment.

**CIS 152                      Database Concepts & Applications**

3(2-2)    (F)

*Prerequisites:* CIS 110 or CIS 111 or CIS 115*Corequisites:* None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

**CIS 153                      Database Applications**

3(2-2)    (S)

*Prerequisites:* CIS 152*Corequisites:* None

This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

**CIS 165                      Desktop Publishing I**

3(2-2)    (F)

*Prerequisites:* (CIS 110 or CIS 111) & OST 136*Corequisites:* None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

**CIS 169                      Business Presentations**

2(1-2)    (F)

*Prerequisites:* CIS 110 or CIS 111*Corequisites:* None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.

**CIS 172                      Intro to the Internet**

3(2-3)    (F, Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

**CIS 174                      Network System Manager I**

3(2-2)    (F,S)

*Prerequisites:* CIS 130*Corequisites:* None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

**CIS 192                      Selected Topics in Computer Certification**

2(1-2)    (S)

*Prerequisites:* NET 110 or (CET 111 and CET 211) or CIS 147*Corequisites:* None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be prepared to take an industry-certification exam. Please note: This course may require the student to take an exam administered off-campus by a third-party organization. Travel costs and exam costs, though required by the course, must be covered by the student.

**CIS 215                      Hardware Install/Maintenance**

3(2-3)    (S)

*Prerequisites:* (CIS 110 or CIS 111) and CIS 130*Corequisites:* None

This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.

**CIS 220                      Spreadsheets II**

2(1-2)    (F, Var.)

*Prerequisites:* CIS 120*Corequisites:* None

This course covers advanced spreadsheet design and development. Topics include advanced functions, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

**CIS 246                      Operating System - UNIX**

3(2-3)    (S)

*Prerequisites:* CIS 130*Corequisites:* None

This course includes operating systems concepts for UNIX operating systems. Topics include hardware management, file and memory management, system configuration/ optimization, utilities, and other related topics. Upon completion, students should be able to effectively use the UNIX operating system and its utilities.

**CIS 274                      Network System Manager II**

3(2-2) (S)

*Prerequisites:* CIS 174*Corequisites:* None

This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.

**CIS 286                      Systems Analysis & Design**

3(3-0) (F)

*Prerequisites:* CIS 115 & CIS 152*Corequisites:* None

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. This course prepares students for the CIS 288 Systems Project and should be taken during the semester immediately preceding CIS 288.

**CIS 288                      Systems Project**

3(1-4) (S)

For Information Systems:

*Prerequisites:* CIS 286, CIS 152*Corequisites:* CIS 153

This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

## **Criminal Justice**

**CJC 100                      Basic Law Enforcement Training**

18(8-30) (F, S)

*Prerequisites:* None*Corequisites:* None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course.

**\*CJC 111                      Introduction to Criminal Justice**

3(3-0) (F, S, SS, Varies)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**CJC 112                      Criminology**

3(2-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

**CJC 113                      Juvenile Justice**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify / discuss juvenile court structure / procedures, function and jurisdiction of juvenile agencies, processing / detention of juveniles, and case disposition.

**\*CJC 121                      Law Enforcement Operations**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement.

**CJC 131                      Criminal Law**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the history / evolution / principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes / elements.

**\*CJC 141                      Corrections**

3(0-3) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

**CJC 212                      Ethics & Community Relations**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

**CJC 221                      Investigative Principles**

4(3-2)        (S)

*Prerequisites:* RED 090, ENG 090        *Corequisites:* None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

**CJC 231                      Constitutional Law**

3(3-0)        (S)

*Prerequisites:* RED 090, ENG 090        *Corequisites:* None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

**Cooperative Education****COE 110                      World of Work**

1(1-0)        (F,S)

*Prerequisites:* None                      *Corequisites:* None

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

**COE 111                      Co-op Work Experience I**

1(0-0-10)(F, S)

*Prerequisites:* Min. 2.0 GPA; 9 hrs in Major*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 112                      Co-op Work Experience I**

2(0-0-20)(F, S)

*Prerequisites:* Min. 2.0 GPA; 9 hrs in Major*Corequisites:* None

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 115                      Work Experience Seminar I**

1(1-0)        (F, S)

*Prerequisites:* None*Corequisites:* COE 111 or COE 112

This course description may be written by the individual colleges.

**COE 121                      Co-op Work Experience II**

1(0-0-10)(F, S)

*Prerequisites:* COE 111 or COE 112; Min. 2.0 GPA*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 122                      Co-op Work Experience II**

2(0-0-20)(F, S)

*Prerequisites:* COE 111 or COE 112; Min. 2.0 GPA*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 131                      Co-op Work Experience III**

1(0-0-10)(F, S)

*Prerequisites:* COE 121 or COE 122; Min. 2.0 GPA*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 132                      Co-op Work Experience III**

2(0-0-20)(F, S)

*Prerequisites:* COE 121 or COE 122; Min. 2.0 GPA*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 211                      Co-op Work Experience IV**

1(0-0-10)(F, S)

*Prerequisites:* COE 131 or COE 132; Min. 2.0 GPA*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 212 Co-op Work Experience IV**  
 2(0-0-20)(F, S)  
*Prerequisites:* COE 131 or COE 132; Min. 2.0 GPA  
*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 221 Co-op Work Experience V**  
 1(0-0-10)(F, S)  
*Prerequisites:* COE 211 or COE 212; Min. 2.0 GPA  
*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 222 Co-op Work Experience V**  
 2(0-0-20)(F, S)  
*Prerequisites:* COE 211 or COE 212; Min. 2.0 GPA  
*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 231 Co-op Work Experience VI**  
 1(0-0-10)(F, S)  
*Prerequisites:* COE 221 or COE 222; Min. 2.0 GPA  
*Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

## Communication

For AA, AS, and AFA programs, 3 SHC from COM 110, 120, 231 may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

**\*COM 110 Introduction to Communication**  
 3(3-0) (Varies)  
*Prerequisites:* ENG 090, RED 090  
*Corequisites:* None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

**\*COM 120 Interpersonal Communication**  
 3(3-0) (Varies)  
*Prerequisites:* ENG 090, RED 090  
*Corequisites:* None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

**\*COM 231 Public Speaking**  
 3(3-0) (F, S)  
*Prerequisites:* ENG 111  
*Corequisites:* None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

## Cosmetology

**COS 111 Cosmetology Concepts I**  
 4(4-0) (F, S)  
*Prerequisites:* RED 080 & ENG 080  
*Corequisites:* COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

**COS 112 Salon I**  
 8(0-24) (F, S)  
*Prerequisites:* RED 080 & ENG 080  
*Corequisites:* COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

**COS 113 Cosmetology Concepts II**  
 4(4-0) (F, S)  
*Prerequisites:* COS 111 & COS 112  
*Corequisites:* COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

**COS 114                      Salon II**

6(4-24) (F, S)

*Prerequisites:* COS 112*Corequisites:* COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

**COS 115                      Cosmetology Concepts III**

4(4-0) (SS)

*Prerequisites:* COS 111 & COS 112*Corequisites:* COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

**COS 116                      Salon III**

4(0-12) (SS)

*Prerequisites:* COS 112*Corequisites:* COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

**COS 117                      Cosmetology Concepts IV**

2(2-0) (Varies)

*Prerequisites:* COS 111, 113 & 115*Corequisites:* COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting, coloring and computer skills, design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

**COS 118                      Salon IV**

7(0-21) (Varies)

*Prerequisites:* COS 112, 114, 116*Corequisites:* COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program.

**COS 121                      Manicure/Nail Technology I**

6(4-6) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

**COS 222                      Manicure/Nail Technology II**

6(4-6) (Varies)

*Prerequisites:* COS 121*Corequisites:* None

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

**COS 223                      Contemporary Hair Coloring**

2(1-3) (Varies)

*Prerequisites:* COS 111 and COS 112*Corequisites:* None

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

**COS 251                      Manicuring Instructor Concepts**

8(8-0) (Varies)

*Prerequisites:* Manicuring License and six months experience as a licensed manicurist*Corequisites:* COS 252

This course introduces the basic manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

**COS 252                      Manicuring Instructor Practicum**

5(0-15) (Varies)

*Prerequisites:* Manicuring License and six months experience as a licensed manicurist*Corequisites:* COS 251

This course covers supervisory and instructional skills for teaching entry-level manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

**COS 260                      Design Applications**

2(1-3) (SS)

*Prerequisites:* None*Corequisites:* None

This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

**COS 271 Instructor Concepts I**

5(5-0) (Varies)

*Prerequisites:* Cosmetology License and six months experience as a licensed cosmetologist*Corequisites:* COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

**COS 272 Instructor Practicum I**

7(0-21) (Varies)

*Prerequisites:* Cosmetology License and six months experience as a licensed cosmetologist*Corequisites:* COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to develop lesson plans and demonstrate salon services and instruct and objectively assess the entry-level student.

**COS 273 Instructor Concepts II**

5(5-0) (Varies)

*Prerequisites:* COS 271 & COS 272 *Corequisites:* COS 274

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

**COS 274 Instructor Practicum II**

7(0-21) (Varies)

*Prerequisites:* COS 271 & COS 272 *Corequisites:* COS 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.

**Computer Science****CSC 131 Assembly Programming**

3(2-3) (S)

*Prerequisites:* CIS 110 or CIS 111*Corequisites:* CIS 115 or ELN 133

This course introduces assembly language programming with emphasis on program efficiency. Topics include registers, instruction, data types, memory layout, I/O, bit manipulation, debugging, and code considerations. Upon completion, students should be able to create and modify program modules written in an assembly language.

**CSC 133 C Programming**

3(2-3) (F)

*Prerequisites:* CIS 110 or CIS 111*Corequisites:* None

This course introduces computer programming using the C programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, tables, pointers, and other related topics. Upon completion, students should be able to design, code, test, and debug C language programs.

**\*CSC 134 C++ Programming**

3(2-3) (F)

*Prerequisites:* CIS 110 or CIS 111*Corequisites:* None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.

**CSC 139 Visual BASIC Programming**

3(2-3) (F)

*Prerequisites:* None*Corequisites:* CIS 110

This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test and debug Visual BASIC language programs.

**CSC 148 JAVA Programming**

3(2-3) (F)

*Prerequisites:* CSC 133 or CSC 134 or CSC 139 or CIS 115*Corequisites:* None

This course introduces computer programming using the JAVA language. Topics include selection iteration, arithmetic and logical operators, classes, inheritance, methods, arrays, user interfaces, basic applet creation and other related topics. Upon completion, students should be able to design, code, test, debug JAVA language programs.

**CSC 160 Introduction to Internet Programming**

3(2-2) (F)

*Prerequisites:* CIS 172 or CIS 115*Corequisites:* None

This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.

**CSC 234 Advanced C++**

3(2-3) (S)

*Prerequisites:* CSC 134*Corequisites:* None

This course is a continuation of CSC 134 using C++ with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.



**CSC 239                      Advanced Visual BASIC**

3(2-3)    (S)

*Prerequisites:* CSC 139*Corequisites:* None

This course is a continuation of CSC 139 using Visual BASIC with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

**CSC 248                      Advanced Internet Programming**

3(2-3)    (S)

*Prerequisites:* CSC 134 or CSC 160 or CSC 148*Corequisites:* None

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support network applications. Upon completion, students should be able to design, code, debug, and document network-based programming solutions to various real-world problems using an appropriate programming language.

**CSC 285                      Programming Project**

3(2-2)    (S)

*Prerequisites:* CIS 115 & CIS 286 & (CSC 134 or CSC 139)*Corequisites:* CSC 234 or CSC 239

This course provides an opportunity to complete a significant Programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.

## Construction

**CST 111                      Construction I**

4(3-3)    (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers standard and alternative building methods to include wall framing. Topics include safety and footings, foundations, floor framing systems, and wall framing systems commonly used in the construction industry. Upon completion, students should be able to safely erect all framing necessary to begin roof framing.

**CST 112                      Construction II**

4(3-3)    (Varies)

*Prerequisites:* CST 111*Corequisites:* None

This course covers building methods and materials used to dry-in a building. Topics include safety, ceiling/roof framing applications, roof finishes, windows, and exterior doors. Upon completion, students should be able to safely erect different roof types and properly install windows and exterior doors, roofing, and exterior finish materials.

**CST 131                      OSHA/Safety/Certification**

3(2-2)    (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

**CST 251                      Electrical Wiring Systems**

3(2-2)    (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces residential and commercial electrical wiring systems. Topics include safety, care and use of tools and materials, use of NEC, circuit planning, overcurrent protection, and installation of conduits, cables, and conductors. Upon completion, students should be able to correctly identify tools, materials, and procedures for electrical installation.

## Culinary

*Culinary courses are offered only at College of The Albemarle's Edenton-Chowan Campus.*

**CUL 110                      Sanitation & Safety**

2(2-0)    (Varies)

*Prerequisites:* None*Corequisites:* CUL 110A

This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry.

**CUL 110A                      Sanitation & Safety Lab**

1(0-2)    (Varies)

*Prerequisites:* None*Corequisites:* CUL 110

This course is a laboratory to accompany CUL 110. Emphasis is placed on practical experiences that enhance the materials presented in CUL 110. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.

**CUL 112                      Nutrition for Foodservice**

3(3-0)    (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include fundamentals of personal nutrition, nutrition over the life cycle, weight management and exercise, health aspects of nutrition, developing healthy recipes and menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

**CUL 120 Purchasing**

2(2-0) (Varies)

*Prerequisites:* None*Corequisites:* CUL 120A

This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement; yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and foodservice ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

**CUL 120A Purchasing Lab**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* CUL 120

This course is a laboratory to accompany CUL 120. Emphasis is placed on practical experiences that enhance the materials presented in CUL 120. Upon completion, students should be able to demonstrate practical applications of purchasing within the hospitality industry.

**CUL 125 Hospitality Info Sys**

2(1-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces hospitality and food service information systems. Topics include planning, cost controls, forecasting, inventory control, recipe control, production control, and nutritional analysis. Upon completion, students should be able to demonstrate competence in utilizing contemporary information application systems in a hospitality setting.

**CUL 130 Menu Design**

2(2-0) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces menu design. Topics include development of standardized recipes, layout, nutritional concerns, product utilization, demographics, and customer needs. Upon completion, students should be able to write, layout, and produce effective menus for a variety of hospitality settings.

**CUL 135 Food & Beverage Service**

2(2-0) (Varies)

*Prerequisites:* None*Corequisites:* CUL 135A

This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages.

**CUL 135A Food & Beverage Service Lab**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* CUL 135

This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages.

**CUL 140 Basic Culinary Skills**

5(2-6) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.

**CUL 150 Food Science**

2(1-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Topics include heat transfer and its effect on color, flavor, and texture; and emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of the principles covered as they apply to food preparation in an experimental setting.

**CUL 160 Baking I**

3(1-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products.

**CUL 170 Gardemanger I**

3(1-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to layout a basic cold food display and exhibit an understanding of the cold kitchen and its related terminology.

**CUL 180 Internat & Amer Reg Cuisine**

5(1-8) (Varies)

*Prerequisites:* CUL 140*Corequisites:* None

This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus.

**CUL 210 Food Service for Spec Pop**

5(1-8) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers nutrition and menu planning principles, food preparation, and food management skills needed to provide meals to special populations. Topics include food preparation for childcare, geriatric, and school settings. Upon completion, students should be able to plan, organize, and prepare appealing and nutritious meals for special populations within appropriate guidelines.

**CUL 220 Food Service for Spec Ops**

5(1-8) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers menu planning principles, food preparation, food procurement, and food management skills needed to provide appealing and profitable food service in special operations. Topics include fast-food cookery, convenience-store food service, supermarkets, delicatessens, and take-out venue. Upon completion, students should be able to plan, organize, and prepare food service items for special operations.

**CUL 240 Advanced Culinary Skills**

5(1-8) (Varies)

*Prerequisites:* CUL 140*Corequisites:* None

This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

**CUL 250 Classical Cuisine**

5(1-8) (Varies)

*Prerequisites:* CUL 140 & CUL 240*Corequisites:* None

This course reinforces the classical culinary kitchen as established by Escoffier. Topics include the working Grand Brigade of the kitchen, table d'hôte menus, signature dishes, and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting.

**CUL 260 Baking II**

3(1-4) (Varies)

*Prerequisites:* CUL 160*Corequisites:* None

This course is a continuation of CUL 160. Topics include specialty breads, understanding, development and maintaining of natural sourdough, classical desserts, laminated pastry dough, cake and torte decorating and dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation and plating, specialty sourdough production, cake decorating, and dessert buffet production skills.

**CUL 270 Gardemanger II**

3(1-4) (Varies)

*Prerequisites:* CUL 170*Corequisites:* None

This course is a continuation of CUL 170. Topics include pâtés, terrines, galantines, ice and tallow carving, chaud-froid/aspic work, charcuterie, smoking, canapés, hors d'oeuvres, and related food items. Upon completion, students should be able to design, set up, and evaluate a catering function to include a classical cold buffet with appropriate showpieces.

**CUL 280 Pastry & Confections**

3(1-4) (Varies)

*Prerequisites:* CUL 160*Corequisites:* None

This course is a continuation of CUL 260. Topics include confections and candy, chocolate tempering and molding, transfer sheets, pulled and blown sugar (basic pulling and ribboning), pastillage, marzipan and custom silicon molding. Upon completion, students should be able to design and produce centerpieces and showpieces made from tempered chocolate, pulled sugar, pastillage and marzipan, as produced through custom molding, pre-set molding, stencil cut-outs, pattern tracing and/or free-hand shaping.

**Dance****DAN 121 Tap Dance I**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides the fundamentals of elementary tap dance technique. Emphasis is placed on sounds, rhythms, terminology, and body placement. Upon completion, students should be able to demonstrate significant progress in elementary tap skills.

**DAN 124 Jazz Dance I**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides the fundamentals of elementary jazz technique. Emphasis is placed on body placement, stretching, jazz movements, and syncopated rhythms. Upon completion, students should be able to demonstrate significant progress in fundamental jazz dance technique and simple center combinations.

**DAN 127 Dance for Musical Theatre**

2(0-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course is designed to teach alignment and different styles of jazz, tap, and folk dance used in musical theatre performances. Emphasis is placed on stretching, ballet barre, jazz, tap, and folk dance fundamentals. Upon completions, students should be able to demonstrate proper posture and fundamental techniques of jazz, tap, and folk dance.

**DAN 140 Modern Dance I**

2(0-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the elementary elements of modern dance technique. Emphasis is placed on floor, barre, and center floor exercises. Upon completion, students should be able to exhibit a basic understanding and skill in performing elementary modern dance technique.

**DAN 225 Choreography I**

3(1-4) (Varies)

*Prerequisites:* DAN 140*Corequisites:* Enrollment in DAN 142 or higher level dance class

This course introduces the fundamental techniques of modern dance choreography. Emphasis is placed on improvisation and development of movement phases. Upon completion, students should be able to create simple movements, improvise upon them, and develop longer movement phases to create short dances.

**DAN 226 Choreography II**

3(1-4) (Varies)

*Prerequisites:* DAN 140*Corequisites:* Enrollment in DAN 142 or higher level dance class

This course introduces the elements of dance (time, space, form) and structural forms as used to choreograph. Emphasis is placed on the use of design, dynamics, rhythm, motivation, and musical forms to create dances. Upon completion, student should be able to utilize the elements of time, space, and form and form manipulation to choreograph and rehearse a group dance.

## Drama/Theatre

### \*DRA 111 Theatre Appreciation

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

### \*DRA 112 Literature of the Theatre

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works.

### \*DRA 120 Voice For Performance

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course provides guided practice in the proper production of speech for the theatre. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective theatrical speech.

### \*DRA 122 Oral Interpretation

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course introduces the dramatic study of literature through performance. Emphasis is placed on analysis and performance of poetry, drama, and prose fiction. Upon completion, students should be able to embody and discuss critically the speakers inherent in literature.

### \*DRA 130 Acting I

3(0-6) (F,S)

Prerequisites: None

Corequisites: None

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

### DRA 131 Acting II

3(0-6) (Varies)

Prerequisites: DRA 130

Corequisites: None

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble.

### \*DRA 140 Stagecraft I

3(0-6) (F)

Prerequisites: None

Corequisites: None

This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue vocational and avocational roles in technical theatre.

### \*DRA 141 Stagecraft II

3(0-6) (S)

Prerequisites: DRA 140

Corequisites: None

This course provides additional hands-on practice in the elements of stagecraft. Emphasis is placed on the design and implementation of the arts and crafts of technical theatre. Upon completion, students should be able to pursue vocational or avocational roles in technical theatre.

### \*DRA 145 Stage Make-up

2(1-2) (Varies)

Prerequisites: None

Corequisites: None

This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces.

### \*DRA 147 Sound Technology

3(3-0) (Varies)

Prerequisites: DRA 140

Corequisites: None

This course provides an introduction to the analysis of sound equipment technology and its operation and uses on stage. Emphasis is placed on assessing sound needs, and on installing, running, and maintaining equipment. Upon completion, students should be able to demonstrate skills as a sound environment designer and technician.

### \*DRA 150 Stage Management

3(3-0) (Varies)

Prerequisites: DRA 140

Corequisites: None

This course covers the skills necessary for a stage manager of school or professional productions. Emphasis is placed on scheduling, rehearsal documentation and management, personnel, paperwork, and organization. Upon completion, students should be able to effectively stage-manage entertainment productions.

### \*DRA 170 Play Production I

3(0-9) (F)

Prerequisites: None

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**\*DRA 171      Play Production II**

3(0-9) (S)

*Prerequisites:* **DRA 170***Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**\*DRA 230      Acting III**

3(0-6) (Varies)

*Prerequisites:* **DRA 131***Corequisites:* None

This course is designed to include an exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form - musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble. This class will focus on song interpretation, acting, and auditioning for musical theatre.

**\*DRA 231      Acting IV**

3(0-6)

*Prerequisites:* **DRA 230***Corequisites:* None

This course is designed to include further exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form-musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble.

**\*DRA 240      Lighting for the Theatre**

3(2-2) (Varies)

*Prerequisites:* **DRA 140***Corequisites:* None

This course is an applied study of theatre lighting and is designed to train theatre technicians. Emphasis is placed on lighting technology including the mechanics of lighting and light control equipment by practical work with lighting equipment. Upon completion, students should be able to demonstrate competence with lighting equipment.

**\*DRA 260      Directing**

3(0-6) (Varies)

*Prerequisites:* **DRA 130***Corequisites:* **DRA 140**

This course provides an analysis and application of the techniques of theatrical directing. Topics include script selection, analysis, casting, rehearsal planning, blocking, stage business, tempo, and technical considerations. Upon completion, students should be able to plan, execute, and critically discuss a student-directed production.

**\*DRA 270      Play Production III**

3(0-9) (F)

*Prerequisites:* **DRA 171***Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**Economics****\*ECO 251      Principles of Microeconomics**

3(3-0) (F, S)

*Prerequisites:* **RED 090, ENG 090***Corequisites:* None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

**\*ECO 252      Principles of Macroeconomics**

3(3-0) (F, S)

*Prerequisites:* **RED 090, ENG 090***Corequisites:* None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

**Early Childhood Associate/Teacher Associate**

Placement above or successful completion of **RED 090** and **ENG 090** is required prior to entrance into courses listed below or the permission of the program coordinator or the instructor. Courses include: **EDU 118, EDU 131, EDU 144, EDU 145, EDU 146, EDU 151, EDU 153, EDU 186, EDU 216, EDU 221, EDU 234, EDU 235, EDU 259, EDU 261, EDU 262, EDU 271, EDU 275, EDU 280, EDU 285.**

**EDU 111      Early Childhood Credentials I**

2 (2-0) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

**EDU 112      Early Childhood Credentials II**

2 (2-0) (S)

*Prerequisites:* **EDU 111***Corequisites:* None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

**EDU 118 Teach Assoc Princ & Prac**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the teacher associate's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy.

**EDU 119 Intro to Early Childhood Education**

4(4-0) (S)

*Prerequisites:* None*Corequisites:* None

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 131 Child, Family, and Community**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

**EDU 144 Child Development I**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

**EDU 145 Child Development II**

3(3-0) (S)

*Prerequisites:* EDU 144, RED 090, ENG 090*Corequisites:* None

This course covers theories of child development and developmental sequences of children from preschool through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

**EDU 146 Child Guidance**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

**EDU 151 Creative Activities**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement, and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

**EDU 153 Health, Safety, and Nutrition**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional need, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

**EDU 186 Reading & Writing Methods**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers concepts, resources, and methods for teaching reading and writing to school-age children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences.

**EDU 216 Foundations of Education**

4(3-2) (Varies)

*Prerequisites:* RED 090/ENG 090*Corequisites:* None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**EDU 221 Children with Exceptionalities**

3(3-0) (F)

**Prerequisites:** EDU 144 & EDU 145**Corequisites:** None

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and class environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

**EDU 234 Infants, Toddlers, and Two's**

3(3-0) (S)

**Prerequisites:** RED 090, ENG 090**Corequisites:** None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year-olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

**EDU 235 School-Age Dev & Program**

2(2-0) (S)

**Prerequisites:** RED 090, ENG 090**Corequisites:** None

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

**EDU 259 Curriculum Planning**

3(3-0)

**Prerequisites:** RED 090, ENG 090, EDU 112 or 113 or 119**Corequisites:** None

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

**EDU 261 Early Childhood Administration I**

2(2-0) (F)

**Prerequisites:** RED 090, ENG 090**Corequisites:** None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a N.C. Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

**EDU 262 Early Childhood Administration II**

3(3-0) (F)

**Prerequisites:** EDU 261**Corequisites:** None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

**EDU 271 Educational Technology**

3(2-2)

**Prerequisites:** RED 090, ENG 090**Corequisites:** None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, student should be able to apply technology enhanced instructional strategies, use a variety of technology resources, and demonstrate appropriate technology skills in educational environments.

**EDU 275 Effective Teacher Training**

2(2-0) (S)

**Prerequisites:** RED 090, ENG 090**Corequisites:** None

This course provides specialized training using an experience-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

**EDU 280 Language and Literacy Experiences**

3(3-0) (S)

**Prerequisites:** ENG 111**Corequisites:** None

This course covers literacy, early literacy development, and appropriate early experiences with books and writing. Emphasis is placed on reading and writing readiness, major approaches used in teaching literacy, and strategies for sharing quality in children's literature. Upon completion, students should be able to select, plan and evaluate appropriate early literacy experiences.

**EDU 285 Internship Exp-School Age**

2(1-2) (S)

**Prerequisites:** ENG 111**Corequisites:** COE 122 or COE 121

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education.

## Engineering

### EGR 131 Intro To Electronics Tech

2(1-2) (F)

*Prerequisites:* None

*Corequisites:* None

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

### EGR 285 Design Project

2(0-4) (S)

*Prerequisites:* ELN 233 & ELN 275 *Corequisites:* None

This course provides the opportunity to design and construct an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, construction, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate operational projects.

## Electricity

### ELC 112 DC/AC Electricity

5(3-6) (F)

*Prerequisites:* None

*Corequisites:* None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

### ELC 113 Basic Wiring I

4(2-6) (F)

*Prerequisites:* None

*Corequisites:* None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

### ELC 114 Basic Wiring II

4(2-6) (S)

*Prerequisites:* ELC 113

*Corequisites:* None

This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

### ELC 117 Motors and Controls

4(2-6) (SS)

*Prerequisites:* ELC 112 or ELC 131 *Corequisites:* None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

### ELC 118 National Electrical Code

2(1-2) (S)

*Prerequisites:* None

*Corequisites:* None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

### ELC 126 Electrical Computations

3(2-2) (S)

*Prerequisites:* None

*Corequisites:* None

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems.

### ELC 131 DC/AC Circuit Analysis

5(4-3) (F, Var.)

*Prerequisites:* MAT 080 or MAT 090

*Corequisites:* MAT 161

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

## Electronics

### ELN 114 Marine Electronics

2(1-2) (S)

*Prerequisites:* None

*Corequisites:* None

This course introduces a wide variety of marine electronics that are used in the marine industry. Topics include basic theory, components, circuits, testing, troubleshooting, and installation of AC and DC marine electronics. Upon completion students should be able to install, troubleshoot and operate basic marine electronics used in the marine industry.

### ELN 131 Electronic Devices

4(3-3) (S)

*Prerequisites:* ELC 131

*Corequisites:* None

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thyristors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.



**ELN 133            Digital Electronics**

4(3-3)    (S)

*Prerequisites:* EGR 131*Corequisites:* None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

**ELN 232            Intro to Microprocessors**

4(3-3)    (F)

*Prerequisites:* ELN 133*Corequisites:* None

This course introduces microprocessor architecture and micro-computer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

**ELN 233            Microprocessor Systems**

4(3-3)    (F)

*Prerequisites:* ELN 232*Corequisites:* None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

**ELN 235            Data Communication System**

4(3-3)    (S)

*Prerequisites:* ELN 232, ELN 275*Corequisites:* None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, serial interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

**ELN 275            Troubleshooting**

2(1-2)    (F)

*Prerequisites:* ELN 133*Corequisites:* None

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

**English**

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

**ENG 080            Writing Foundations**

4(3-2)    (F, S, SS)

*Prerequisites:* None*Corequisites:* None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111.

**ENG 090            Composition Strategies**

3(3-0)    (F, S, SS)

*Prerequisites:* ENG 080*Corequisites:* ENG 090A

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing prerequisite for ENG 111.

**ENG 090A          Composition Strategies Lab**

1(0-2)    (F, S, SS)

*Prerequisites:* ENG 080*Corequisites:* ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

**ENG 102            Applied Communications II**

3(3-0)    (Varies)

*Prerequisites:* None*Corequisites:* None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports, and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short and job-related written and oral communications. This is a diploma-level course.

**\*ENG 111          Expository Writing**

3(3-0)    (F, S, Var.)

*Prerequisites:* ENG 090 and RED 090; or appropriate test scores*Corequisites:* None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

**\*ENG 112          Argument-Based Research**

3(3-0)    (Varies)

*Prerequisites:* ENG 111*Corequisites:* None

This course, second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style.

**\*ENG 113 Literature-Based Research**

3(3-0) (F, S, Var.)

*Prerequisites:* ENG 111*Corequisites:* None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.

**\*ENG 114 Professional Research & Reporting**

3(3-0) (Varies)

*Prerequisites:* ENG 111*Corequisites:* None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

**ENG 125 Creative Writing I**

3(3-0) (Varies)

*Prerequisites:* ENG 111 *Corequisites:* ENG 112, 113, or 114

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writings of others.

**\*ENG 231 American Literature I**

3(3-0) (F, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

**\*ENG 232 American Literature II**

3(3-0) (S, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

**\*ENG 241 British Literature I**

3(3-0) (F, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

**\*ENG 242 British Literature II**

3(3-0) (S, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

**\*ENG 261 World Literature I**

3(3-0) (F, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

**\*ENG 262 World Literature II**

3(3-0) (S, Var.)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

**\*ENG 272 Southern Literature**

3(3-0) (Varies)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

**\*ENG 273 African-American Literature**

3(3-0) (Varies)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

**\*ENG 274 Literature by Women**

3(3-0) (Varies)

*Prerequisites:* ENG 112, ENG 113, or ENG 114*Corequisites:* None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

## Food Service

*Note: These courses are restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

### **FST 100 Intro to Food Service Indt**

1(1-0)

*Prerequisites:* None

*Corequisites:* None

This course is designed to develop an understanding of the foodservice industry and its career paths. Emphasis is placed on employability skills and attitudes relating to career goals. Upon completion, students should be able to identify job opportunities, job requirements, and career paths in the foodservice industry.

### **FST 101 Intro to Baking**

3(1-4)

*Prerequisites:* None

*Corequisites:* None

This course introduces fundamental concepts, skills, and techniques in quantity baking. Topics include yeast and quick breads, cookies, cakes, and other baked goods. Upon completion, students should be able to prepare and evaluate baked products.

### **FST 102 Basic Foodservice Skills**

7(3-8)

*Prerequisites:* None

*Corequisites:* None

This course introduces the concepts, skills, and techniques for volume food production in an institutional setting. Emphasis is placed on development of skills in knife, tool, and equipment handling and applying principles of food preparation to produce varieties of food products. Upon completion, students should be able to demonstrate entry-level skills in a quantity foodservice operation.

### **FST 103 Safety and Sanitation**

3(2-2)

*Prerequisites:* None

*Corequisites:* None

This course provides practical experience with the basic principles of safety and sanitation in the foodservice industry. Emphasis is placed on personal hygiene habits, safety regulations, and food handling practices (H.A.C.C.P.) that protect the health of the consumer. Upon completion, students should be able to demonstrate appropriate safety and sanitation practices required in the foodservice industry.

### **FST 104 Foodservice Equipment**

2(1-2)

*Prerequisites:* None

*Corequisites:* None

This course provides instruction in identification, effective use, and care of foodservice equipment. Emphasis is placed on operation, maintenance, and application of standard institutional equipment. Upon completion, students should be able to demonstrate safe and efficient use of standard institutional kitchen equipment.

### **FST 105 Menu Planning**

5(4-2)

*Prerequisites:* None

*Corequisites:* None

This course introduces the principles and functions of menu management for general and special populations. Emphasis is placed on building menus with regard to nutritional considerations and dietary needs. Upon completion, students should be able to develop and prepare menus to be used in a variety of dining settings.

### **FST 106**

5(2-6)

*Prerequisites:* None

### **Adv Foodservice Skills**

*Corequisites:* None

This course is designed to increase the student's level of proficiency in theory and application of foodservice skills in commercial kitchens. Emphasis is placed on the preparation and presentation of hot and cold foods. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

### **FST 107**

3(1-4)

*Prerequisites:* None

### **Adv Baking**

*Corequisites:* None

This course provides advanced skills and techniques for preparing baked goods. Emphasis is placed on specialty breads, classical desserts, pastries, and decorative finishing. Upon completion, students should be able to produce and plate a variety of quality baked items.

### **FST 108**

3(2-2)

*Prerequisites:* None

### **Cost Control**

*Corequisites:* None

This course covers the control of primary costs in foodservice establishments. Topics include purchasing, receiving, storing, issuing, production, revenue, inventory control with emphasis on foodservice software. Upon completion, students should be able to apply the necessary knowledge and skills required to manage primary costs for a foodservice establishment.

## French

### **\*FRE 111**

### **Elementary French I**

3(3-0) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

### **\*FRE 112**

### **Elementary French II**

3(3-0) (Varies)

*Prerequisites:* **FRE 111**

*Corequisites:* None

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.

### **\*FRE 211**

### **Intermediate French I**

3(3-0) (Varies)

*Prerequisites:* **FRE 112**

*Corequisites:* None

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

**\*FRE 212 Intermediate French II**

3(3-0) (Varies)

*Prerequisites:* FRE 211*Corequisites:* None

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

**Geography****\*GEO 111 World Regional Geography**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships.

**\*GEO 112 Cultural Geography**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups.

**\*GEO 113 Economic Geography**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course covers the patterns and networks of economic interdependence and how they affect human populations. Emphasis is placed on the economic aspects of the production and distribution of goods and services and their impact on the quality of human life. Upon completion, students should be able to describe different economic systems and demonstrate an understanding of the variables that influence economic development.

**Geographic Information Systems****GIS 111 Introduction to GIS**

3(2-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the hardware and software components of a Geographic Information System and reviews GIS applications. Topics include data structures and basic functions, methods of data capture and sources of data, and the nature and characteristics of spatial data and objects. Upon completion, students should be able to identify GIS hardware components, typical operations, products/applications, and differences between database models and between raster and vector systems.

**Health****\*HEA 110 Personal Health/Wellness**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

**\*HEA 112 First Aid & CPR**

2(1-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained.

**\*HEA 120 Community Health**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems.

**History****\*HIS 121 Western Civilization I**

3(3-0) (F, SS)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.

**\*HIS 122 Western Civilization II**

3(3-0) (S, SS)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization.

**\*HIS 131 American History I**

3(3-0) (F)

*Prerequisites:* RED 090, ENG 090*Corequisites:* None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

**\*HIS 132 American History II**

3(3-0) (S)

*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

**\*HIS 165 Twentieth-Century World**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century.

**\*HIS 221 African-American History**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans.

**\*HIS 236 North Carolina History**

3(3-0) (Varies)

*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.

**Hotel & Restaurant Management****HRM 110 Intro to Hospitality**

2(2-0) (Varies)

*Prerequisites:* None *Corequisites:* None

This course covers the growth and progress of the hospitality industry. Topics include financing, hotels, restaurants, and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.

**Humanities****\*HUM 211 Humanities I**

3(3-0) (Varies)

*Prerequisites:* ENG 111 *Corequisites:* None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

**\*HUM 212 Humanities II**

3(3-0) (Varies)

*Prerequisites:* ENG 111 *Corequisites:* None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

**Internet Technologies****ITN 140 Web Development Tools**

3(2-2) (F)

*Prerequisites:* CIS 110 or CIS 172*Corequisites:* None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

**ITN 150 Internet Protocols**

3(2-2) (S)

*Prerequisites:* NET 110 *Corequisites:* None

This course introduces the student to the application protocols used on the Internet. Topics include HTTP, Secure HTTP, TCP/IP, and related applications such as FTP, TELNET, and PING. Upon completion, students should be able to use the protocols as they pertain to the Internet, as well as, setup and maintain these protocols.

**ITN 160 Principles of Web Design**

3(2-2) (SS)

*Prerequisites:* CIS 172 or CIS 110 *Corequisites:* None

This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, the student should be able to employ advanced design techniques to create high impact and highly functional web pages.

**ITN 250 Implement Internet Services**

3(2-2) (S)

*Prerequisites:* NET 110 *Corequisites:* None

This course covers the setup and configuration of news, mail, ftp, and WWW services. Topics include selection and installation of software to support common Internet services and related topics. Upon completion, students should be able to install and configure the most commonly used Internet service software.

**ITN 285                      Emerging Technologies**

3(2-2) (S)

*Prerequisites:* ITN 160 or CSC 160      *Corequisites:* None

This course will expose students to emerging technologies in the field of Internet Technologies. Emphasis is placed on the new technologies in the Internet related field. Upon completion, students should be aware of the emerging technologies of Internet Technologies.

**Landscape Architecture****LAR 210                      Principles of Landscape Architecture**

2(1-3)

*Prerequisites:* none*Corequisites:* none

This course introduces the overall principles of landscape design. Topics include principles of landscape design; installation, maintenance, and cost estimates; landscape plans, elevations, and sections; plant selection/lists; and other related topics. Upon completion, students should be able to prepare a simple set of landscape working drawings which are within accepted architectural standards.

**Machining****MAC 111                      Machining Technology I**

6(2-12) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

**MAC 112                      Machining Technology II**

6(2-12) (S)

*Prerequisites:* MAC 111*Corequisites:* None

This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

**MAC 113                      Machining Technology III**

6(2-12) (SS)

*Prerequisites:* MAC 112*Corequisites:* None

This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

**MAC 121                      Introduction to CNC**

2(2-0) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

**MAC 122                      CNC Turning**

2(1-3) (S)

*Prerequisites:* None*Corequisites:* None

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

**MAC 124                      CNC Milling**

2(1-3) (S)

*Prerequisites:* None*Corequisites:* None

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

**Mathematics**

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

**MAT 060                      Essential Mathematics**

4(3-2) (F, S, SS)

*Prerequisites:* None*Corequisites:* None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

**MAT 070                      Introductory Algebra**

4(3-2) (F, S, SS)

*Prerequisites:* MAT 060*Corequisites:* RED 080

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

**MAT 080                      Intermediate Algebra**

4(3-2) (F, S, SS)

*Prerequisites:* MAT 070*Corequisites:* RED 080

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

**MAT 090 Accelerated Algebra**

4(3-2) (Varies)

*Prerequisites:* **MAT 060***Corequisites:* **RED 080**

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

**MAT 101 Applied Mathematics I**

3(2-2) (F, S)

*Prerequisites:* Pre-algebra placement test score of 44 or above; High School Algebra I; or **MAT 060***Corequisites:* None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

**MAT 115 Mathematical Models**

3(2-2) (F, S, SS)

*Prerequisites:* **MAT 070***Corequisites:* None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

**\*MAT 155 Statistical Analysis**

3(3-0) (S)

*Prerequisites:* **MAT 080** or **MAT 090** *Corequisites:* None

This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data.

**\*MAT 161 College Algebra**

3(3-0) (F, S)

*Prerequisites:* **MAT 080** or **MAT 090** *Corequisites:* None

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction.

**\*MAT 162 College Trigonometry**

3(3-0) (S)

*Prerequisites:* **MAT 161***Corequisites:* None

This course provides an integrated technological approach to trigonometric applications used in problem solving. Emphasis is placed on applications involving trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication.

**\*MAT 171 Precalculus Algebra**

3(3-0) (F)

*Prerequisites:* **MAT 080** or **MAT 090***Corequisites:* None

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.

**\*MAT 172 Precalculus Trigonometry**

3(3-0) (S)

*Prerequisites:* **MAT 171***Corequisites:* None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

**\*MAT 175 Precalculus**

4(4-0) (SS)

*Prerequisites:* **MAT 080** or **MAT 090** *Corequisites:* None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic, and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. **Students who have received credit for MAT 171 and MAT 172 are not eligible for MAT 175 and vice versa.**

**\*MAT 271 Calculus I**

4(3-2) (F)

*Prerequisites:* **MAT 172** or **MAT 175** *Corequisites:* None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

**\*MAT 272      Calculus II**

4(3-2) (S)

*Prerequisites:* MAT 271*Corequisites:* None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems.

**\*MAT 273      Calculus III**

4(3-2) (SS)

*Prerequisites:* MAT 272*Corequisites:* None

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables.

**Mechanical****MEC 180      Engineering Materials**

3(2-3) (S)

*Prerequisites:* None*Corequisites:* None

This course covers the physical and mechanical properties of materials. Topics include testing, heat treating, ferrous and non-ferrous metals, plastics, composites, and material selection. Upon completion, students should be able to specify basic tests and properties and select appropriate materials on the basis of specific properties.

**Medical Assisting****MED 110      Orientation to Med Assist**

1(1-0) (F)

*Prerequisites:* None*Corequisites:* None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

**MED 118      Medical Law and Ethics**

2(2-0) (S)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

**MED 121      Medical Terminology I**

3(3-0) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

**MED 122      Medical Terminology II**

3(3-0) (S)

*Prerequisites:* MED 121*Corequisites:* None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

**MED 130      Admin Office Proc I**

2(1-2-0) (F)

*Prerequisites:* Enrollment in the Medical Assisting Program;*Corequisites:* None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

**MED 131      Admin Office Proc II**

2(1-2-0) (S)

*Prerequisites:* MED 130*Corequisites:* None

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

**MED 134      Medical Transcription**

3(2-2-0) (SS)

*Prerequisites:* MED 121, OST 080*Corequisites:* None

This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.

**MED 140      Exam Room Procedures I**

5(3-4-0) (S)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.



**MED 150                      Laboratory Procedures I**

3(3-4-0) (S)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

**MED 232                      Medical Insurance Coding**

2(1-3-0) (SS)

*Prerequisites:* MED 131*Corequisites:* None

This course is designed to develop coding skills introduced in MED 131. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

**MED 240                      Exam Room Procedures II**

5(3-4-0) (F)

*Prerequisites:* MED 140*Corequisites:* None

This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

**MED 260                      MED Clinical Externship**

5(0-0-15) (SS)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

**MED 262                      Clinical Perspectives**

1(1-0-0) (SS)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

**MED 264                      Medical Assisting Overview**

2(2-0-0) (S)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

**MED 270                      Symptomatology**

3(2-2-0) (S)

*Prerequisites:* Enrollment in the Medical Assisting Program*Corequisites:* None

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

**MED 272                      Drug Therapy**

3(3-0-0) (S)

*Prerequisites:* MED 140 & enrollment in the Medical Assisting Program*Corequisites:* None

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

## Marketing & Retailing

**MKT 120                      Principles of Marketing**

3(3-0) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

## Marine Science

*Marine Science courses are offered only at College of The Albemarle's Dare County Campus.*

**MSC 122                      Boat Handling/Seamanship**

3(2-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the skills of boat handling, the practice of seamanship, and safety and survival in the marine environment. Topics include safe boat handling, seamanship under adverse conditions, fire fighting, man overboard rescue, PFDs, EPIRBs, distress signals, lifeboats, and life rafts. Upon completion, students should be able to competently operate small powerboats and demonstrate proficiency in the use of marine fire fighting and lifesaving equipment.

**MSC 124                      Industrial Skills**

3(1-4) (Varies)

*Prerequisites:* None*Corequisites:* None

This course offers a practical approach to the mechanical and technical skills needed by technicians in a variety of marine-related jobs. Topics include industrial safety, measurement systems, hand and power tools, fasteners, corrosion protection, project design, and construction and cost estimation. Upon completion, students should be able to safely use hand and/or power tools and understand a variety of measurement and pricing systems.

**MSC 126 Marine Engines**

2(1-2) (Varies)

Prerequisites: None

Corequisites: None

This course covers fundamental theory, troubleshooting, and maintenance of marine engines and related equipment, especially outboards. Emphasis is placed on maintenance and operational procedures, including corrosion control, lubrication, propellers, carburetors, two-cycle theory, magneto ignition, batteries, starters, alternators, and trailers. Upon completion, students should be able to understand how a marine engine and related components work, perform minor repairs, and properly maintain them.

**MSC 132 Fishing Gear Technology I**

3(2-3) (Varies)

Prerequisites: None

Corequisites: None

This course introduces modern rope seamanship and fishing gear theory, design, repair, and analysis as it relates to fisheries research. Emphasis is placed on various practical knots, rope splicing, marine hardware, biological sampling gear classifications, and the basics of net construction, repair, and design. Upon completion, students should be able to implement marlin spike skills; repair netted material; and identify, design, and construct various types of biological entrapment and entanglement gear.

**MSC 134 Fishing Gear Technology II**

2(1-2) (Varies)

Prerequisites: MSC 132

Corequisites: None

This course offers further experience and instruction in fishing gear theory and design and the collection and recording of biological data. Emphasis is placed on the general skills needed to design, construct, and repair complex sampling gear and be employed as a fisheries technician. Upon completion, students should be able to understand and apply fishing gear design and construction techniques and collect, compile, and record biological data.

**MSC 150 Marine Navigation**

3(2-3) (Varies)

Prerequisites: None

Corequisites: None

This course provides training in marine piloting and electronic navigation techniques. Topics include use of charts, instruments, navigational aids, compasses, nautical publications, radar, GPS, LORAN, and depth sounders, with an emphasis on plotting techniques. Upon completion, students should be able to demonstrate competence in the safe navigation of vessels utilizing and interpreting information obtained from navigational aids.

**MSC 152 Marine Instrumentation**

2(1-2) (Varies)

Prerequisites: MSC 132

Corequisites: None

This course introduces the various types of oceanographic instrumentation used for the collection of data and samples by the oceanographic community. Emphasis is placed on data recording procedures, proper operation, safe handling, and calibration, maintenance, and repair of instruments. Upon completion, students should be able to safely and correctly use the instruments covered to conduct accurate field measurements.

**MSC 162 Oceanography I**

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course provides a general description of the oceans, including their origin, chemical and physical characteristics, and circulation. Topics include a history of oceanography, bathymetry, seismic profiling and plate tectonics, sea water chemistry, ocean physics, atmospheric circulation and weather, oceanic circulation, and tides. Upon completion, students should be able to describe oceanic basin features, the physics and chemistry of sea water, and their effect on oceanic circulation.

**MSC 182 Water Analysis I**

2(1-2) (Varies)

Prerequisites: None

Corequisites: None

This course is the first of two covering the practical analysis of water samples with an emphasis on marine-oriented techniques and procedures. Topics include basic chemistry laboratory skills and the use of wet chemistry and field meters to measure various chemically and biologically important parameters. Upon completion, students should be able to measure pH, salinity, turbidity, dissolved oxygen, and nitrite/nitrate nutrients in natural water samples.

**MSC 282 Water Analysis II**

2(1-3) (Varies)

Prerequisites: MSC 182

Corequisites: None

The course is the second of two covering the practical analysis of water samples with an emphasis on marine-oriented techniques and procedures. Topics include introductory microbiology techniques and the use of wet chemistry and laboratory instruments to measure various chemically and biologically important parameters. Upon completion, students should be able to culture microbes and measure levels of ions, trace metals, fluorescent dyes, and the phosphate and silicate nutrients.

**Music****\*MUS 110 Music Appreciation**

3(3-0) (Varies)

Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

**\*MUS 121 Music Theory I**

4(3-2) (F)

Prerequisites: None

Corequisites: None

This course provides and in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis; introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

**\*MUS 122      Music Theory II**

4(3-2) (S)

*Prerequisites:* **MUS 121***Corequisites:* None

This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

**\*MUS 131      Chorus I**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

**\*MUS 132      Chorus II**

1(0-2) (Varies)

*Prerequisites:* **MUS 131***Corequisites:* None

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

**\*MUS 133      Band I**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 134      Band II**

1(0-2) (Varies)

*Prerequisites:* **MUS 133***Corequisites:* None

This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 141      Ensemble I**

1(0-2) (Varies)

*Prerequisites:* Audition*Corequisites:* None

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 142      Ensemble II**

1(0-2) (Varies)

*Prerequisites:* **MUS 141***Corequisites:* None

This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 151      Class Music I**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 152      Class Music II**

1(0-2) (Varies)

*Prerequisites:* **MUS 151***Corequisites:* None

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 161      Applied Music I**

2(1-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 162      Applied Music II**

2(1-2) (Varies)

*Prerequisites:* **MUS 161***Corequisites:* None

This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 212      American Musical Theatre**

3(3-0) (Varies)

*Prerequisites:* **MUS 110***Corequisites:* None

This course covers the origins and development of the musical from Show Boat to the present. Emphasis is placed on the investigation of the structure of the musical and its components through listening and analysis. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

**\*MUS 221 Music Theory III**

4(3-2) (F)

*Prerequisites:* MUS 122*Corequisites:* None

This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

**\*MUS 222 Music Theory IV**

4(3-2) (S)

*Prerequisites:* MUS 221*Corequisites:* None

This course is a continuation of MUS 221. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

**\*MUS 231 Chorus III**

1(0-2) (Varies)

*Prerequisites:* MUS 132*Corequisites:* None

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

**\*MUS 232 Chorus IV**

1(0-2) (Varies)

*Prerequisites:* MUS 231*Corequisites:* None

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

**\*MUS 233 Band III**

1(0-2) (Varies)

*Prerequisites:* MUS 134*Corequisites:* None

This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 234 Band IV**

1(0-2) (Varies)

*Prerequisites:* MUS 233*Corequisites:* None

This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 241 Ensemble III**

1(0-2) (Varies)

*Prerequisites:* MUS 142*Corequisites:* None

This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 242 Ensemble IV**

1(0-2) (Varies)

*Prerequisites:* MUS 241*Corequisites:* None

This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of a variety of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

**\*MUS 251 Class Music III**

1(0-2) (F)

*Prerequisites:* MUS 152*Corequisites:* None

This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 252 Class Music IV**

1(0-2) (S)

*Prerequisites:* MUS 251*Corequisites:* None

This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 261 Applied Music III**

2(1-2) (F)

*Prerequisites:* MUS 162*Corequisites:* None

This course is a continuation of MUS 162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

**\*MUS 262 Applied Music IV**

2(1-2) (S)

*Prerequisites:* MUS 261*Corequisites:* None

This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

## Nursing Assistant

### NAS 101 Nursing Assistant I

5(3-2-3) (Varies)

*Prerequisites:* Admission to the Nursing Assistant program

*Corequisites:* None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

### NAS 102 Nursing Assistant II

6(3-2-6) (Varies)

*Prerequisites:* High school diploma or GED - currently listed as NAI in North Carolina.

*Corequisites:* None

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

### NAS 103 Home Health Care

2(2-0-0) (Varies)

*Prerequisites:* None

*Corequisites:* NAS 101

This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate-level course.

## Networking Technology

### NET 110 Data Comm/Networking

3(2-2) (F, SS)

*Prerequisites:* CIS 110, CIS 111 or equivalent

*Corequisites:* None

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.

## Nursing

### NUR 101 Practical Nursing I

11(7-6-6)(F)

*Prerequisites:* Admission to the Practical Nursing program

*Corequisites:* BIO 106, ENG 111 & ACA 111

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 102 Practical Nursing II

12(8-0-12) (S)

*Prerequisites:* NUR 101

*Corequisites:* PSY 110 & CIS 111

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 103 Practical Nursing III

10(6-0-12) (SS)

*Prerequisites:* NUR 102

*Corequisites:* PED Activity Course

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 115 Fundamentals of Nursing

5(2-3-6) (F)

*Prerequisites:* Admission to the Associate Degree Nursing program

*Corequisites:* NUR 133, BIO 168, PSY 150, CIS 111 & ACA 111

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health.

### NUR 125 Maternal-Child Nursing

8(5-3-6) (F, SS)

*Prerequisites:* NUR 115, NUR 133 & NUR 135

*Corequisites:* None

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

**NUR 133      Nursing Assessment**

3(2-3-0) (F, S)

*Prerequisites:* ADN Students - Admission to ADN Program; LPN-ADN Option Students - Admission to the LPN-ADN Option Program and BIO 168, PSY 150, CIS 111 & ACA 111

*Corequisites:* ADN Students - NUR 115, BIO 168, PSY 150, & CIS 111; LPN-ADN Option Students - BIO 169 & PSY 241

This course provides theory and application experience for performing nursing assessment of individuals across the life span. Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.

**NUR 135      Adult Nursing I**

9(5-3-9) (S)

*Prerequisites:* NUR 115 & NUR 133

*Corequisites:* BIO 169, PSY 241

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health. Emphasis is placed on utilizing the nursing process as a framework for providing and managing nursing care to individuals along the wellness-illness continuum. Upon completion, students should be able to apply the nursing process to individuals experiencing acute and chronic alterations in health.

**NUR 185      Mental Health Nursing**

5(3-0-6) (F, SS)

*Prerequisites:* NUR 115, NUR 133 & NUR 135

*Corequisites:* None

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs.

**NUR 235      Adult Nursing II**

10(4-3-15) (S)

*Prerequisites:* NUR 115, NUR 125, NUR 133, NUR 135, NUR 185, & NUR 255 & all General Ed courses with the exceptions of ENG 112 or ENG 113 and COM elective.

*Corequisites:* None

This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health.

**NUR 255      Professional Issues**

3(3-0-0) (F)

*Prerequisites:* NUR 115, NUR 133 & NUR 135

*Corequisites:* NUR 125 or NUR 185

This course explores basic concepts of practice in the management of patient care in a complex health care system. Emphasis is placed on professional, legal, ethical, and political issues and management concepts. Upon completion, students should be able to articulate professional and management concepts.

**Nutrition****NUT 110      Nutrition**

3(3-0-0) (F)

*Prerequisites:* None

*Corequisites:* None

This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well-being.

**Office Systems Technology****OST 080      Keyboarding Literacy**

2(1-2) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

**OST 132      Keyboard Skill Building**

2(1-2) (Varies)

*Prerequisites:* OST 080

*Corequisites:* None

This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

**OST 133      Advanced Keyboard Skill Building**

2(1-2) (Varies)

*Prerequisites:* OST 132

*Corequisites:* None

This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs.

**OST 134      Text Entry & Formatting**

3(2-2) (F, S)

*Prerequisites:* OST 133

*Corequisites:* None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents, and key timed writings at speeds commensurate with employability.

**OST 136      Word Processing**

2(1-2) (Varies)

*Prerequisites:* OST 080

*Corequisites:* None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

**OST 148 Medical Coding Billing & Insurance**  
3(3-0) (F)  
*Prerequisites:* MED 121 *Corequisites:* MED 122

This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy. This course is a unique concentration requirement in the Medical Office Administration Program.

**OST 149 Medical Legal Issues**  
3(3-0) (S)  
*Prerequisites:* None *Corequisites:* None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. This course is a unique concentration requirement in the Medical Office Administration Program.

**OST 164 Text Editing Applications**  
3(3-0) (S)  
*Prerequisites:* OST 080, ENG 090 & RED 090  
*Corequisites:* None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

**OST 184 Records Management**  
2(1-2) (F, S)  
*Prerequisites:* None *Corequisites:* None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

**OST 223 Machine Transcription I**  
2(1-2) (F)  
*Prerequisites:* OST 134, OST 136 & OST 164  
*Corequisites:* None

This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

**OST 236 Adv Word/Information Proc**  
3(2-2) (Varies)  
*Prerequisites:* OST 136 *Corequisites:* None

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

**OST 241 Medical Office Transcription I**  
2(1-2) (F)  
*Prerequisites:* MED 122, OST 132, OST 164 & OST 136  
*Corequisites:* None

This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties. This course is a unique concentration requirement in the Medical Office Administration Program.

**OST 242 Medical Office Transcription II**  
2(1-2) (S)  
*Prerequisites:* OST 241 *Corequisites:* None

This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.

**OST 243 Medical Office Simulation**  
3(2-2) (S)  
*Prerequisites:* OST 148 & OST 241 *Corequisites:* None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. This course is a unique concentration requirement in the Medical Office Administration Program.

**OST 286 Professional Development**  
3(3-0) (F)  
*Prerequisites:* None *Corequisites:* None

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

**OST 289 Office Systems Management**  
3(2-2) (S)  
*Prerequisites:* OST 134 & OST 136 & OST 164

*Corequisites:* None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

## Professional Crafts: Clay

*Professional Crafts: Clay courses are offered only at College of The Albemarle's Dare County Campus.*

### **PCC 110 Intro to Pottery**

8(3-15) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course introduces pottery making for potters, including clay preparation, wheel throwing and trimming, surface decoration, and glazing and firing techniques. Topics include clay bodies and the mixing process, potter's wheel basics, glazing, kiln loading and firing, and safety issues. Upon completion, students should be able to prepare clay; center and throw basic forms; trim, mix, and apply basic glazes; and load and fire bisque kilns.

### **PCC 111 Functional Pottery**

8(3-15) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course covers the important elements of designing and producing utilitarian pottery, including wall thickness, balance and proportion, surface decoration, and glazing and firing techniques. Topics include bowls, mugs, plates, casseroles, stemware, and bottles, with emphasis on safe glazing and supervised firing. Upon completion, students should be able to produce a variety of functional pots, apply a glaze, and load and assist firing a kiln.

### **PCC 117 Glaze Testing**

2(1-3) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course provides the opportunity to identify and test numerous glazes for a personal glaze inventory. Topics include firing temperature, color, texture, methods of adjustment, and methods of testing on sample tiles. Upon completion, students should be able to select glaze recipes; weigh out test batches; apply glazes to tile; and fire, adjust results, and refire.

### **PCC 118 Clay: Special Study**

2(0-4) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course provides a format in which to explore personal interests in clay with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay works as specified in student-instructor-designed contractual agreements.

### **PCC 119 Clay Design: Spec Study**

2(0-4) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course provides a format in which to explore personal interests in clay design with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay design projects as specified in student-instructor-designed contractual agreements.

### **PCC 130 Pottery Production**

5(2-9) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course covers the production of similar functional forms that have a harmony of form, function, and design. Emphasis is placed on producing similar pottery forms, such as mugs, pitchers, plates, lidded containers, bottles, stemware, and teapots. Upon completion, students should be able to produce on the wheel multiples of the same form that are similar in size, shape, and properties.

### **PCC 210 Functional Pottery II**

8(3-15) (Varies)

*Prerequisites:* PCC 111

*Corequisites:* None

This course expands previous wheel throwing skills and involves larger, more complicated forms, production skills, slip and glaze theory, kiln theory, and glaze firing. Topics include centering and throwing larger amounts of clay, production techniques, record keeping, studio layout, kiln design, and fuel systems. Upon completion, students should be able to produce pots with competent handles, proper lids, and matching multiple forms and identify kiln properties and burner types.

### **PCC 211 Decorative Pottery**

8(3-15) (Varies)

*Prerequisites:* PCC 111

*Corequisites:* None

This course continues previous functional skill development, including limited production and one-of-a-kind pieces with emphasis on forming techniques. Topics include multiple cylinder forms, thrown additions, production skills, glaze testing, surface decoration, and firing techniques. Upon completion, students should be able to produce entry-level professional work for show and sale using a variety of forming and finishing techniques.

## Professional Crafts: Jewelry

*Professional Crafts: Jewelry courses are offered only at College of The Albemarle's Dare County Campus.*

### **PJC 111 Intro to Jewelry**

7(2-15) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course introduces jewelry construction for professional jewelry design and production. Topics include fabrication techniques, basic tool usage, mechanisms, finishing techniques, and studio safety. Upon completion, students should be able to safely solder and rivet to construct and finish jewelry and hollowware.

### **PJC 112 Jewelry Forming Techniques**

7(2-15) (Varies)

*Prerequisites:* None

*Corequisites:* None

This course introduces forming techniques. Emphasis is placed on developing skills to form jewelry and hollowware by raising, forging, shell forming, die forming, and casting. Upon completion, students should be able to produce objects that utilize forming techniques.



**PCJ 113 Jewelry Decorative Techniques**

6(3-9) (Varies)  
Prerequisites: None

Corequisites: None

This course introduces decorative techniques. Emphasis is placed on producing objects incorporating repoussé granulation, reticulation, inlay, stone setting, patinas, anodizing, and etching. Upon completion, students should be able to demonstrate decorative techniques to enhance the surface of jewelry and hollowware.

**PCJ 121 Jewelry Design I**

2(2-0) (Varies)  
Prerequisites: None

Corequisites: None

This course introduces two- and three-dimensional jewelry and hollowware design. Emphasis is placed on applying principles, elements, and relationships of design to jewelry and hollowware. Upon completion, students should be able to design jewelry and hollowware and demonstrate visual problem-solving skills.

**PCJ 122 Jewelry Design II**

2(2-0) (Varies)  
Prerequisites: None

Corequisites: None

This course introduces rendering jewelry and hollowware. Topics include two-point perspective, shading, and rendering metals and stones. Upon completion, students should be able to demonstrate visual presentation skills for jewelry and hollowware.

**PCJ 123 Jewelry Design III**

2(2-0) (Varies)  
Prerequisites: PCJ 122

Corequisites: None

This course is a continuation of PCJ 122. Emphasis is placed on producing renderings and/or models of original designs of jewelry and hollowware. Upon completion, students should be able to demonstrate visual presentation skills and apply the principles, elements, and relationships of design.

**PCJ 214 Jewelry Production Techniques**

7(2-15) (Varies)  
Prerequisites: None

Corequisites: None

This course covers production techniques and development of a production and studio plan. Topics include making and cutting rubber molds, wax injection, multiple spruing, and applying jigs for production. Upon completion, students should be able to develop a production and studio plan and produce multiple jewelry and hollowware.

**PCJ 215 Advanced Jewelry**

7(2-15) (Varies)  
Prerequisites: None

Corequisites: None

This course covers basic jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

**PCJ 241 Jewelry: Special Study**

2(0-4) (Varies)  
Prerequisites: None

Corequisites: None

This course provides a format in which to explore personal interests in jewelry with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete jewelry/hollowware as specified in student-instructor-developed contractual agreements.

**PCJ 261 Enameling**

2(1-3) (Varies)  
Prerequisites: None

Corequisites: None

This course introduces materials, equipment, procedures, and health hazards involved in producing enamelware. Emphasis is placed on producing enamelware incorporating limoge, basse taille, and cloisonné techniques. Upon completion, students should be able to demonstrate skills needed to safely produce enamelware by preparing the metal and enamel, applying the enamel, firing, and finishing.

**Physical Education****\*PED 110 Fit and Well for Life**

2(1-2) (Varies)  
Prerequisites: None

Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

**\*PED 111 Physical Fitness I**

1(0-3) (Varies)  
Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.

**\*PED 112 Physical Fitness II**

1(0-3) (Varies)  
Prerequisites: PED 111

Corequisites: None

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program.

**\*PED 113 Aerobics I**

1(0-3) (Varies)  
Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

**\*PED 114      Aerobics II**

1(0-3) (Varies)

*Prerequisites:* PED 113*Corequisites:* None

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine.

**\*PED 117      Weight Training I**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

**\*PED 118      Weight Training II**

1(0-3) (Varies)

*Prerequisites:* PED 117*Corequisites:* None

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement and individualized advanced weight training program.

**\*PED 120      Walking for Fitness**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

**\*PED 121      Walk, Jog, Run**

1(0-3) (Varies)

*Prerequisites:* None*Corequisites:* None

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

**\*PED 122      Yoga I**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.

**\*PED 123      Yoga II**

1(0-2) (Varies)

*Prerequisites:* PED 122*Corequisites:* None

This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga.

**\*PED 128      Golf-Beginning**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf.

**\*PED 129      Golf-Intermediate**

1(0-2) (Varies)

*Prerequisites:* PED 128*Corequisites:* None

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf.

**\*PED 130      Tennis-Beginning**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis.

**\*PED 131      Tennis-Intermediate**

1(0-2) (Varies)

*Prerequisites:* PED 130*Corequisites:* None

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis.

**\*PED 138      Archery**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery.

**\*PED 139      Bowling-Beginning**

1(0-2) (Varies)

*Prerequisites:* None*Corequisites:* None

This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling.

**\*PED 140      Bowling-Intermediate**

1(0-2) (Varies)

*Prerequisites:* PED 139*Corequisites:* None

This course covers more advanced bowling techniques. Emphasis is placed on refining basic skills and performing advanced shots, spins, pace, and strategy. Upon completion, students should be able to participate in competitive bowling.

**\*PED 143 Volleyball-Beginning**

1(0-2) (Varies)

Prerequisites: None

Corequisites: None

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball.

**\*PED 145 Basketball-Beginning**

1(0-2) (Varies)

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

**\*PED 148 Softball**

1(0-2) (Varies)

Prerequisites: None

Corequisites: None

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball.

**\*PED 152 Swimming-Beginning**

1(0-2) (SS)

Prerequisites: None

Corequisites: None

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards.

**\*PED 153 Swimming-Intermediate**

1(0-2) (SS)

Prerequisites: PED 152

Corequisites: None

This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills. *The prerequisite for this course may be satisfied through credit by exam.*

**\*PED 154 Swimming for Fitness**

1(0-3) (SS)

Prerequisites: PED 152

Corequisites: None

This course introduces lap swimming, aquacizes, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program.

**\*PED 155 Water Aerobics**

1(0-3) (SS)

Prerequisites: None

Corequisites: None

This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program.

**\*PED 160 Canoeing-Basic**

1(0-2) (F, S)

Prerequisites: PED 152

Corequisites: None

This course provides basic instruction for the beginning canoeist. Emphasis is placed on safe and correct handling of the canoe and rescue skills. Upon completion, students should be able to demonstrate basic canoeing, safe-handling, and self-rescue skills. *The prerequisite for this course may be satisfied through credit by exam.*

**\*PED 163 Kayaking-Basic**

1(0-2) (F, S)

Prerequisites: PED 152

Corequisites: None

This course is designed to teach the basic skills of kayaking. Topics include forward and reverse strokes, sweeps, Eskimo roll, and self-rescue skills. Upon completion, students should be able to maneuver and demonstrate safe kayaking practices. *The prerequisite for this course may be satisfied through credit by exam.*

**\*PED 166 Sailing-Beginning**

1(0-2) (F, S, SS)

Prerequisites: PED 152

Corequisites: None

This course provides instruction in the basic fundamentals of small boat sailing. Topics include sailing terminology, knot tying, rigging, and various skills necessary to maneuver the boat. Upon completion, students should be able to demonstrate safe handling of a small boat. *The prerequisite for this course may be satisfied through credit by exam.*

**\*PED 167 Sailing-Intermediate**

1(0-2) (F, S, SS)

Prerequisites: PED 166

Corequisites: None

This course covers advanced sailing techniques. Emphasis is placed on competent small boat handling and small craft safety. Upon completion, students should be able to competently handle a small craft.

**\*PED 216 Indoor Cycling**

1(0-3) (Varies)

Prerequisites: None

Corequisites: None

This course is designed to promote physical fitness through indoor stationary cycling. Emphasis is placed on pedaling techniques, safety procedures, and conditioning exercises necessary for cycling. Upon completion, students should have improved cardiovascular and muscular endurance and be able to design and participate in a cycling for fitness program.

**\*PED 217 Pilates I**

1(0-2) (Varies)

Prerequisites: None

Corequisites: None

This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of the pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles.

**\*PED 218 Pilates II**

1(0-2) (Varies)

Prerequisites: PED 217

Corequisites: None

This course provides continued instruction in the pilates method of body conditioning exercise. Topics include instruction in intermediate and advanced pilates exercises using a mat or equipment, relevant anatomy and physiology, and further discussion of related concepts. Upon completion, students should be able to perform intermediate and advanced exercises, and possess the autonomy to maintain their own personal pilates practice.

**\*PED 220 Exercise for Physically Challenged**

1(0-2) (Varies)

Prerequisites: None

Corequisites: None

This course is designed to improve physical strength, endurance, and range of motion while focusing on individual needs. Emphasis is placed on exercises designed and adapted to serve those with special needs. Upon completion, students should be able to show improved physical fitness, body awareness, and an appreciation for their physical well-being. Enrollment in this course requires a doctor's verification of a specific physical disability, as well as a doctor's written authorization to perform certain physical activities.

**\*PED 237 Tae Kwon Do**

1(0-3) (Varies)

Prerequisites: None

Corequisites: None

This course introduces martial arts using the Tae Kwon Do form. Topics include proper conditioning exercises, proper terminology, historical foundations, etiquette and drills. Upon completion, students should be able to perform skills and techniques related to this form of martial arts.

**Physics****\*PHY 110 Conceptual Physics**

3(3-0) (Varies)

Prerequisites: MAT 070

Corequisites: PHY 110A

This course provides a conceptually-based exposure to fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

**\*PHY 110A Conceptual Physics Lab**

1(0-2) (Varies)

Prerequisites: None

Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

**\*PHY 151 College Physics I**

4(3-2) (Varies)

Prerequisites: MAT 161, MAT 171 or MAT 175

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**\*PHY 152 College Physics II**

4(3-2) (Varies)

Prerequisites: PHY 151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**\*PHY 251 General Physics I**

4(3-3) (Varies)

Prerequisites: MAT 271

Corequisites: MAT 272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**\*PHY 252 General Physics II**

4(3-3) (Varies)

Prerequisites: MAT 272, PHY 251

Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**Political Science****\*POL 110 Introduction to Political Science**

3(3-0) (Varies)

Prerequisites: RED 090, ENG 090

Corequisites: None

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems.

**\*POL 120 American Government**

3(3-0) (Varies)

Prerequisites: RED 090, ENG 090

Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

**\*POL 220 International Relations**  
 3(3-0) (Varies)  
*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.

## Plumbing

**PLU 111 Intro to Basic Plumbing**  
 2(1-3) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

## Psychology

**PSY 101 Applied Psychology**  
 3(3-0) (Varies)  
*Prerequisites:* RED 080 *Corequisites:* None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs.

**PSY 110 Life Span Development**  
 3(3-0) (Varies)  
*Prerequisites:* None *Corequisites:* None

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

**\*PSY 150 General Psychology**  
 3(3-0) (F, S)  
*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**\*PSY 241 Developmental Psychology**  
 3(3-0) (F, S)  
*Prerequisites:* PSY 150, RED 090, ENG 090  
*Corequisites:* None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

**\*PSY 281 Abnormal Psychology**  
 3(3-0) (Varies)  
*Prerequisites:* PSY 150, RED 090, ENG 090  
*Corequisites:* None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

## Reading

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

**RED 080 Introduction to College Reading**  
 4(3-2) (F, S, Var.)  
*Prerequisites:* None *Corequisites:* None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111.

**RED 090 Improved College Reading**  
 4(3-2) (F, S, Var.)  
*Prerequisites:* RED 080 *Corequisites:* None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111.

## Sociology

**\*SOC 210 Introduction to Sociology**  
 3(3-0) (F, S, SS)  
*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

**\*SOC 213 Sociology of the Family**  
 3(3-0) (F, S, SS)  
*Prerequisites:* RED 090, ENG 090 *Corequisites:* None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.

**\*SOC 220 Social Problems**

3(3-0) (Varies)

Prerequisites: RED 090, ENG 090

Corequisites: None

This course provides in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.

**\*SOC 225 Social Diversity**

3(3-0) (Varies)

Prerequisites: RED 090, ENG 090

Corequisites: None

This course provides comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.

**Spanish****\*SPA 111 Elementary Spanish I**

3(3-0) (F)

Prerequisites: None

Corequisites: SPA 181

This course introduces fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

**\*SPA 112 Elementary Spanish II**

3(3-0) (F, S)

Prerequisites: SPA 111

Corequisites: SPA 182

This course is a continuation of SPA 111 focusing on fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

**\*SPA 181 Spanish Lab 1**

1(0-2) (F, S)

Prerequisites: None

Corequisites: SPA 111

This course provides an opportunity to enhance acquisition of fundamental elements of the Spanish language. Emphasis is placed on progressive development of basic listening, speaking, reading, and writing skills through use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

**\*SPA 182 Spanish Lab 2**

1(0-2) (F, S)

Prerequisites: SPA 181

Corequisites: SPA 112

This course provides an opportunity to enhance acquisition of fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

**\*SPA 211 Intermediate Spanish I**

3(3-0) (Varies)

Prerequisites: SPA 112

Corequisites: None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities / fine arts.

**\*SPA 212 Intermediate Spanish II**

3(3-0) (Varies)

Prerequisites: SPA 211

Corequisites: None

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities / fine arts.

**\*SPA 221 Spanish Conversation**

3(3-0) (Varies)

Prerequisites: SPA 212

Corequisites: None

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations.

**\*SPA 231 Reading & Composition**

3(3-0) (Varies)

Prerequisites: SPA 212

Corequisites: None

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings.

**Surgical Technology****SUR 110 Introduction to Surgical Tech.**

3(3-0-0) (F)

Prerequisites: Enrollment in Surgical Technology program

Corequisites: SUR 111

This course provides comprehensive study of operative environment, professional roles, moral/legal/ethical responsibilities, and medical communication techniques used in surgical technology. Topics include historical development, medical terminology, microbiology, physical environment and safety measures, interdepartmental/peer / patient relationships, and professional behaviors. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

**SUR 111                      Periop Patient Care**

7(5-6-0) (F)

*Prerequisites:* Enrollment in Surgical Technology program*Corequisites:* SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative period. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

**SUR 122                      Surgical Procedures I**

6(5-3-0) (S)

*Prerequisites:* SUR 110, SUR 111 & BIO 168*Corequisites:* SUR 123

This course introduces surgical pharmacology, anesthesia, wound healing physiology, and general, gastrointestinal, obstetrical/gynecological, urological, ENT, and plastic surgery specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

**SUR 123                      SUR Clinical Practice I**

7(0-0-21)(S)

*Prerequisites:* SUR 110, SUR 111 & BIO 168*Corequisites:* SUR 122

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

**SUR 134                      Surgical Procedures II**

5(5-0-0) (SS)

*Prerequisites:* SUR 123 and BIO 169*Corequisites:* None

This course introduces orthopedic, neurosurgical, peripheral vascular, thoracic, cardiovascular, and ophthalmology surgical specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

**SUR 135                      SUR Clinical Practice II**

4(0-0-12)(SS)

*Prerequisites:* SUR 123 and BIO 169*Corequisites:* SUR 134 and SUR 137

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

**SUR 137                      Professional Success Preparation**

1(1-0-0) (SS)

*Prerequisites:* SUR 123 and BIO 169*Corequisites:* SUR 134 & SUR 135

This course provides job-seeking skills and overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

**Welding****WLD 112                      Basic Welding Processes**

2(1-3) (F)

*Prerequisites:* None*Corequisites:* None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

**Wheels of Learning****WOL 110                      Basic Construction Skills**

3(2-3)

*Prerequisites:* None*Corequisites:* None

This course introduces the student to basic safety, tools, and skills commonly found in the construction related trades. Topics include safety, basic math, blueprints, hand and power tools, and rigging. Upon completion, students should have successfully completed the core curricula as identified by the National Center for Construction Education and Research.

# Directory

## The Comprehensive Community College

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of society. As the name implies, a community college serves the educational needs of the area in which it is located by providing various types of educational programs for commuting students at a relatively low cost. Educational services may be broadly categorized into three areas: college transfer programs, occupational career education programs, and Corporate & Continuing Education programs. Corporate & Continuing Education programs encompass activities ranging from adult basic education to general interest courses for college graduates.

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<b>Rev. Charles L. Foster</b>	6/30/07
<b>S. Paul O'Neal</b>	6/30/08
<b>Jerry R. Tillett</b>	6/30/06

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<b>Christopher L. Seawell</b>	6/30/05

### Chowan County Board of Commissioner's Appointee

<b>Harry Lee Winslow</b>	6/30/05
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### Camden County Board of Commissioner's Appointee

<b>J.C. Rountree</b>	6/30/05
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### Currituck County Board of Commissioner's Appointee

<b>Paul R. Martin</b>	6/30/08
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### Gates County Board of Commissioner's Appointee

<b>Benjamin C. Saunders</b>	6/30/08
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### Perquimans County Board of Commissioner's Appointee

<b>Dr. Georgia S. Lawrence</b>	6/30/05
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### Student Representative

The college's Student Government Presidents serve as ex officio members of the Board of Trustees.



## College of The Albemarle Foundation

### Board of Directors

College of The Albemarle Foundation, established in 1980, is responsible for raising private funds to help support the mission of the college. The Foundation is directed by a Board of Directors comprised of twenty-four business leaders, friends and alumni whose vision and wisdom guide the solicitation, management, and allocation of funds to enhance College of The Albemarle. Areas of support include scholarships, professional development for faculty and staff, endowed chairs, equipment, and program and new curriculum support.

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**Elouise W. White,**  
*Assistant Treasurer*

**Sandra D. Ray,**  
*Executive Director*

**J. Samuel Roebuck,**  
*Lifetime Member*

**Jeffrey Aldridge**

**Betty Ambrose**

**Bruce Biggs**

**Phyllis Bosomworth**

**Lynne M. Bunch**

**Oliver S. Etheridge**

**Rev. Charles L. Foster**

**Diana Gallop**

**Albert Gesler**

**Charles W. Haskett, Jr.**

**Frederick Hutchins**

**Edward A. O'Neal**

**James M. Watson**

**Winifred J. Wood**

## Administrative Officers

**Lynne M. Bunch,**  
*President*

**James Turdici,**  
*Vice President, Business and Finance*

**Lynn Hurdle-Winslow,**  
*Vice President, Corporate and Continuing Education;  
Interim Dean, Edenton-Chowan Campus*

**Althea A. Riddick,**  
*Vice President, Instruction*

**Ray G. Scaffa,**  
*Vice President, Student Development, and Dean of Students*

**Teresa T. James,**  
*Dean, Dare County Campus*

## Administrative Support Staff

### Business and Finance

**Randolph Harris,**  
*Computer Support Technician*

**Carolyn F. LaDow,**  
*Director, Accounting*

**Deborah R. Holland,**  
*Director, Administrative Support Services*

**Sharon W. Fairchild,**  
*Director, Management Information Services*

**Richard R. Seymour,**  
*Director, Physical Facilities*

**Dawn E. Rountree,**  
*HPSS System Administrator*

**Wayman J. White,**  
*Network Administrator*

**Jesse L. Johnson,**  
*Printing Services Coordinator*

## Corporate and Continuing Education

**Sherry C. Hewitt,**  
*Assistant to the Vice President of Corporate and Continuing Education*

**Steven J. Schmidt,**  
*Interim Associate Vice President, Basic Skills and  
Workforce Readiness Education*

**David C. Merrick,**  
*Associate Vice President, Business and Workforce Development*

**Ann Parkinson,**  
*Coordinator, Learning Lab/Curriculum and Technology*

**Kelly B. Gordon**

*Coordinator, Prison Educational Programs, Pasquotank Correctional Institution*

**Wanda M. Halstead**

*Coordinator, Workforce Readiness (HRD)*

**Jerry Oliver,**

*Director, Corporate and Continuing Education Evening/Weekend Program*

**Ginger O'Neal,**

*Director, Small Business Center*

**Wanda R. Fletcher,**

*GED Chief Examiner*

**Louis E. Stephenson,**

*Recruiter, Basic Skills Education, and Alternate GED Test Examiner*

**Instruction****Jerry Oliver,**

*Coordinator, Distance Education*

**Judy A. Gordon,**

*Coordinator, Service Learning*

**Debra S. Williams,**

*Director, Cooperative Education and Job Placement*

**Robert B. Schenck,**

*Director, Learning Resources Center*

**Robert J. Lowney,**

*Director, Secondary Education*

**President's Office****Debra C. Robinson,**

*Development Assistant*

**Wendy W. Brickhouse,**

*Director, Human Resources*

**Carrie P. Jones,**

*Director, Institutional Effectiveness*

**Dawn M. McAvoy,**

*Director, Marketing and Communications*

**Sandra W. Strickland,**

*Executive Assistant to the President*

**Sandra D. Ray,**

*Executive Director, Development and COA Foundation*

**Kimberly C. Modler,**

*Graphic Designer*

**Student Development****Maenecia L. Cole,**

*Activities and Retention Advisor*

**Cherrie A. Boyce,**

*Admissions and Testing Advisor*

**Quay J. Dozier,**

*Assistant Director and Counselor, College Transfer/Evening Coordinator, Student Support Services Program*

**Emma L. Boyce,**

*Assistant Director, Scholarships and Student Aid*

**Vacant,**

*Counselor, Student Support Services Program*

**Vada M. Cuffee,**

*Counselor/Recruiter, Educational Opportunity Center Program*

**Lynn C. Gordon,**

*Counselor/Recruiter, Educational Opportunity Center Program*

**Kenny Krentz,**

*Director, Admissions and Testing*

**Martha W. Swain,**

*Director, Counseling and Career Development*

**Angela R. Godfrey-Dawson,**

*Director, Scholarships and Student Aid*

**Judy A. Gordon,**

*Director, Student Activities/Counselor*

**Dr. Andrea R. Williams,**

*Director, TRIO Programs*

**Mary Louise Brown,**

*Registrar*

**Robin B. Pavey,**

*Tutor Coordinator, Student Support Services Program*

**Dare County Campus****Beth A. Wood,**

*Administrative Assistant, Curriculum Programs and Technical Coordinator*

**Malinda L. Lathan**

*Admissions Technician and Customer Relations Manager*

**Cynthia J. Smith,**

*Assistant Dean, Curriculum Programs*

**Dr. Emily G. Robertson,**

*Assistant Dean, Student Services*

**Virginia S. Tillett,**

*Assistant Dean, Workforce and Community Development*

**Helen M. Charity,**

*Building Custodian*

**Connie Daniels,**  
*Building Custodian*

**Connie M. Mizelle,**  
*Cashier and Director, Physical Operations*

**Carmela D. Kemp,**  
*Librarian*

**Sarah M. Adams,**  
*Student Services Specialist*

## **Edenton-Chowan Campus**

**Shirley O. Blount,**  
*Administrative Assistant*

**Ella L. Holley,**  
*Director, Student Services*

## **Division Chairs**

**Joseph J. DeStefano,**  
*Allied Health and Public Services*

**Bobby K. Adams,**  
*Arts and Sciences*

**Joseph W. Turner, Jr.,**  
*Business, Engineering, and Industrial Technologies*

## **Department Chairs**

**Martha P. Johnson,**  
*Allied Health*

**Karen Alexander,**  
*Business and Office Technology*

**Jane S. Rossman,**  
*Computer Systems and Electronics Technologies*

**Stanley E. Nixon,**  
*Construction and Industrial Technologies*

**Ruth G. Warren,**  
*Developmental Studies*

**Patricia F. Sterritt,**  
*Fine Arts/Humanities*

**Julie A. Long,**  
*Languages and Literature*

**Rhonda L. Watts,**  
*Mathematics and Sciences*

**Robin Griffin,**  
*Public Services*

**LeVern D. Parker,**  
*Social Sciences*

## **Additional Support Staff**

**Rita M. Layden,**  
*Accounts Payable Technician*

**Janice M. Ianaro,**  
*Accounts Receivable Technician*

**C. Annette Roberson,**  
*Admissions Technician*

**Delores H. Harless,**  
*Assistant to the Director of Accounting*

**Leslie E. Woodard,**  
*Box Office Manager and Promotions Assistant, COA Auditorium*

**Doreen A. Haddad,**  
*Budget and Equipment Coordinator*

**Edith M. Poole,**  
*Courier/Administrative Support Services Assistant*

**Sonya B. Phelps,**  
*In-Take Technician/Child Care Coordinator, Student Support Services Program*

**Ruth E. Balf,**  
*Library Public Services Specialist*

**Shirley G. Outlaw,**  
*Library Technical Services Specialist*

**Clinton M. Perl,**  
*Library Technical Support Specialist*

**Tereesa S. Harris,**  
*Payroll Technician*

**Michelle W. Sheep,**  
*Senior Cashier*

**Joyce S. Johnikins,**  
*Student Aid Assistant*

**Trisha B. Sawyer,**  
*Student Aid Assistant*

**Renée J. Shannon,**  
*Student Aid Assistant*

## Office Staff

**Shirley A. Phelps,**  
*Basic Law Enforcement Training Program and Allied  
Health and Public Services Division Administrative  
Assistant*

**Barbara F. Stacey,**  
*Basic Skills Education Administrative Assistant*

**Glenna S. Pike,**  
*Corporate and Continuing Education Administrative  
Assistant*

**Cathy D. Clair,**  
*Faculty Administrative Assistant*

**Nancy P. Farmer,**  
*Faculty Administrative Assistant*

**Donna M. White,**  
*Faculty Administrative Assistant*

**Rita O. Jennings,**  
*Instruction Administrative Assistant/Curriculum FTE  
Coordinator*

**Jennifer J. Bray,**  
*Instructional Aide, Learning Lab*

**Renée U. Gladden,**  
*Planning and Institutional Research Administrative  
Assistant*

**Jamie M. Holland,**  
*Small Business Center Administrative Assistant*

**Linda H. Lewis,**  
*Student Development Administrative Assistant*

**Patricia P. Lee,**  
*Telephone Operator/Receptionist*

## Custodial/Maintenance Staff

<b>James A. Bonney</b>	<b>Carlton McDonald</b>
<b>Patrick W. Cuthrell</b>	<b>Donald R. Respass</b>
<b>Phyllis A. Foreman</b>	<b>Earl S. Sawyer</b>
<b>Aresina D. Holley</b>	<b>Weymouth B. Stafford, Jr.</b>
<b>Kelly W. Leary</b>	<b>Kelly Sylvester</b>
<b>Margaret A. Lindsey</b>	<b>Otis L. Turner</b>
<b>Harry L. Matney</b>	<b>Gladys M. Whitehurst</b>

## Security Officer

**Ron Zulaski**

## Faculty/Professional Staff

**Adams, Bobby K.**  
*Chemistry and Physics*  
B.S., Longwood College  
M.S., West Virginia University

**Adams, Sarah M.**  
*Student Services Specialist*  
B.A., Appalachian State University  
M.S., American University

**Aldridge, Allen S.**  
*Mathematics*  
B.S., Wake Forest University  
M.S., North Carolina State University

**Alexander, Karen**  
*Business and Office Technology*  
B.S., Norfolk State University

**Aydlett, Julian E., Jr.**  
*Mathematics*  
B.A., University of North Carolina at Chapel Hill  
M.A., East Carolina University

**Banks-Pazzanese, Dianne S.**  
*Cosmetology*  
Diploma, Greenville Beauty School

**Barefoot, Kay B.**  
*Communications*  
B.A., M.A., North Carolina State University

**Barnes, Mr. Stacy R.**  
*Economics*  
B.S., M.A., Old Dominion University

**Beloat, Hollis A.**  
*Sociology*  
B.A., M.A., Western Kentucky University

**Berninger, Andrea B.**  
*Health/Wellness and Physical Education*  
B.A., Minnesota State University Moorhead  
M.S., The George Washington University

**Bowden, S. Marcel**  
*Basic Skills Education, Pasquotank Correctional Institution*  
B.S., North Carolina Central University

**Boyce, Cherrie A.**  
*Admissions and Testing Advisor*  
A.A.S., College of The Albemarle  
B.S., Elizabeth City State University

**Boyce, Emma L.**  
*Assistant Director, Scholarships and Student Aid*  
A.A.S., College of The Albemarle  
B.S., Elizabeth City State University

**Boyce, Sandra N.**  
*Speech/Drama*  
A.B., M.A., University of North Carolina at Chapel Hill

**Brandt, Karen**

*Open Classroom Coordinator/Instructor*  
A.A.S., College of The Albemarle  
B.A., Elizabeth City State University

**Brickhouse, Wendy W.**

*Director, Human Resources*  
A.A.S., College of The Albemarle  
B.A., Elizabeth City State University

**Brown, Mary Louise**

*Registrar*  
B.A., University of California

**Brown, Sharon S.**

*Information Systems and Computer Technologies*  
B.S., Elizabeth City State University  
M.S., Hampton University

**Bunch, Lynne M.**

*President*  
B.S., University of North Carolina at Chapel Hill  
M.A.Ed., East Carolina University

**Carter, Jeffrey C.**

*Health/Wellness and Physical Education*  
B.A., University of North Carolina at Wilmington  
M.A.Ed., Western Carolina University

**Cartwright, Mark H.**

*Air Conditioning, Heating and Refrigeration*  
B.A., Lincoln Memorial University

**Cole, Maenecia L.**

*Activities and Retention Advisor*  
B.S., Elizabeth City State University

**Crites, Tara**

*Early Childhood Education*  
A.S., Richard Bland College  
B.S., M.T., Virginia Commonwealth University

**Cuffee, Vada M.**

*Counselor/Recruiter, Educational Opportunity Center Program*  
B.S., M.A., Norfolk State University

**Davison, Richard J.**

*Computer Systems and Electronics Technologies*  
B.S., University of Washington  
M.S., Naval Postgraduate School

**DeCastillia, Garrett W.**

*Building Construction Technologies*  
A.A., Saint Leo College

**DeStefano, Joseph J.**

*School Director, Basic Law Enforcement Training Program; Criminal Justice Technology*  
A.A.S., Tidewater Community College  
B.S., Old Dominion University  
M.P.A., Troy State University

**Dozier, Quay J.**

*Assistant Director and Counselor, College Transfer/Evening Coordinator, Student Support Services Program*  
B.A., Elizabeth City State University  
M.S., East Carolina University

**Eddins III, Gus**

*Foodservice Technology, Pasquotank Correctional Institution*  
A.A., Northwood Institute

**Edwards, Brian D.**

*History*  
B.A., M.A., East Carolina University

**Etheridge, Rex D.**

*History*  
B.A., M.A.T., University of North Carolina at Chapel Hill

**Fairchild, Sharon W.**

*Director, Management Information Services*  
A.A.S., University of Hawaii

**Fletcher, Wanda R.**

*GED Chief Examiner*  
A.A.S., College of The Albemarle  
B.S., Elizabeth City State University

**Forehand, Wayne L.**

*Automotive Mechanics*  
Diploma, Pitt Community College

**Gerszewski, Pamela D.**

*Mathematics*  
B.S., Elizabeth City State University  
M.Ed., Cambridge College

**Gibbons, James C.**

*Computer Systems and Electronics Technologies*  
B.S., Excelsior College  
M.S., Regis University - graduates May 2005

**Godfrey-Dawson, Angela R.**

*Director, Scholarships and Student Aid*  
A.A.S., College of The Albemarle  
B.S., Elizabeth City State University

**Gordon, Judy A.**

*Director, Student Activities/Counselor*  
B.A., Christopher Newport University  
M.S., Troy State University

**Gordon, Kelly B.**

*Coordinator, Prison Educational Programs, Pasquotank Correctional Institution*  
A.A., Columbia College  
B.A., Saint Leo College

**Gordon, Lynn C.**

*Counselor/Recruiter, Educational Opportunity Center Program*  
A.A., Peace College  
B.A., Meredith College  
M.A.E., East Carolina University

**Griffin, Robin***Early Childhood Education*

B.S., M.S., East Carolina University

**Hale, William S., Jr.***Surgical Technology*

Diploma, School of Surgical Technology, Sentara

Norfolk General Hospital

Certified Surgical Technologist

B.S., Mount Olive College

M.B.A. Liberty University

**Halstead, Wanda M.***Coordinator, Workforce Readiness*

A.A., College of The Albemarle

B.S., Elizabeth City State University

**Harrell, Dara H.***Cosmetology*

Diploma, Mitchell's Hair Styling Academy

**Harris, Randolph***Computer Support Technician*

B.S., Elizabeth City State University

**Harris, Robin D.***Medical Assisting*

B.S.N., East Carolina University

**Hepworth, Ronald R.***Basic Skills Education, Pasquotank Correctional Institution*

B.S., Oklahoma City University

J.D., Western State University College of Law

**Holland, Deborah R.***Director, Administrative Support Services*

A.A.S., College of The Albemarle

**Holley, Ella L.***Director, Student Services*

B.A., Elizabeth City State University

**Hughes, Beth A.***Psychology*

B.A., Grove City College

M.S., Millersville University

**Hurdle-Winslow, Lynn***Vice President, Corporate and Continuing Education;**Interim Dean, Edenton-Chowan Campus*

B.A., East Carolina University

M.Ed., North Carolina State University

**James, Teresa T.***Dean, Dare County Campus*

B.A., Wheaton College

M.A., Northern Illinois University

**Jennings, Lynn B.***Business and Office Technology - Medical; Medical**Assisting*

A.A., College of The Albemarle

B.S., East Carolina University

**Johnson, Joy P.***Basic Skills Education, Edgewood Learning Center*

B.S., East Carolina University

**Johnson, Martha P.***Nursing*

B.S.N., University of North Carolina at Chapel Hill

B.A., Salem College

M.A.Ed., East Carolina University

**Jones, Carrie P.***Director, Institutional Effectiveness*

A.A.S., College of The Albemarle

**Jones, Elizabeth W.***Practical Nursing*

B.S.N., East Carolina University

**Jones, Leah A.***Reading and Developmental English*

A.S., College of The Albemarle

B.A., Elizabeth City State University

M.A., East Carolina University

**Kemp, Carmela D.***Librarian*

B.A., Florida Atlantic University

M.S., Florida State University

**Knight, Linda C.***English*

B.A., College of Charleston

M.A., University of Charleston

**Knight, Thomas W.***Electrical/Electronics Technology*

Diploma, College of The Albemarle

**Krauss, Kerry***Computer Systems and Electronics Engineering**Technologies*

A.A., A.A.S., College of The Albemarle

B.S., Elizabeth City State University

**Krentz, Kenny***Director, Admissions and Testing*

B.A., Franconia College

M.S., Long Island University

**LaDow, Carolyn F.***Director, Accounting*

A.A.S., College of The Albemarle

B.S., Elizabeth City State University

**Lauten, Jan M.***Developmental English*

B.A., M.A., University of North Carolina at Greensboro

**Leete, Jerome B.***Biology*

B.A., Florida Southern College

B.S., M.S., East Carolina University

**Long, Julie A.***English*

B.A., University of Central Florida

M.A., Barry University

- Lowney, Robert J.**  
Culinary Technology  
Director, Secondary Education  
B.S., M.S., Central Michigan University
- Madre, Jeffrey C.**  
Computer Systems and Electronics Technologies  
A.A.S., College of The Albemarle
- Malay, Bill**  
Basic Skills Education  
A.A., Southern New Hampshire University  
B.S., Excelsior College
- Manning, Shelton R.**  
Basic Skills Education, Pasquotank Correctional Institution  
B.S., East Carolina University  
M.S., Central Michigan University
- Martin, Altovise T.**  
Business and Office Technology  
B.S., Elizabeth City State University
- McAvoy, Dawn M.**  
Director, Marketing and Communications  
B.A., University of North Carolina at Greensboro
- Merrick, David C.**  
Associate Vice President, Business and Workforce Development  
B.B.A., Ohio University  
M.B.A., University of Illinois at Urbana-Champaign
- Mizelle, Connie M.**  
Director, Physical Operations  
A.A.S., Roanoke-Chowan Community College
- Modler, Kimberly C.**  
Graphic Designer  
B.F.A., The Savannah College of Art and Design
- Morgan, Bonnie S.**  
Basic Skills Education, Pasquotank Correctional Institution  
B.S. Ed., Elizabeth City State University
- Moulson, Vicki F.**  
English  
B.A., M.A., East Carolina University
- Nase, Mary-Jane**  
Art  
B.F.A., Old Dominion University  
M.F.A., Old Dominion-Norfolk State University Consortium Program
- Newton, Dana L.**  
Biology  
B.S., Virginia Tech  
M.S., Old Dominion University
- Nixon, Stanley E.**  
Machining Technology  
Diploma, College of The Albemarle
- Oliver, Faye**  
Basic Skills and Compensatory Education, Edgewood Learning Center  
B.S., Elizabeth City State University
- Oliver, Jerry**  
Coordinator, Distance Education; Director, Corporate and Continuing Education Evening/Weekend Programs  
B.A., Norwich University  
M.E., Boston University
- O'Neal, Ginger H.**  
Director, Small Business Center  
B.S., Elizabeth City State University
- Overman, Gwendolyn W.**  
Nursing Assistant  
Diploma, Louise Obici School of Nursing
- Parker, LeVern D.**  
History and Geography  
B.S., Campbell University  
M.A., Salisbury State University
- Parkinson, Ann**  
Coordinator, Learning Lab/Curriculum and Technology  
B.A., Purdue University  
M.S., Southern Connecticut State University  
Ph.D., University of South Florida
- Partyka, Michael M.**  
Air Conditioning, Heating and Refrigeration, Pasquotank Correctional Institution  
A.A., University of Phoenix
- Pavey, Robin B.**  
Tutor Coordinator, Student Support Services Program  
A.A., College of The Albemarle  
B.S., Elizabeth City State University
- Purser, Charles H.**  
Architectural Technology  
A.A.S., Tidewater Community College  
B.S., Old Dominion University  
M.A.Ed., East Carolina University
- Raisor, Steven C.**  
Music, Miles Clark Endowed Chair  
A.B., Atlantic Christian College  
M.M., Norfolk State University  
Ph.D., The Florida State University
- Ray, Sandra D.**  
Executive Director, Development and COA Foundation  
A.A., Paul D. Camp Community College
- Riddick, Althea A.**  
Vice President, Instruction  
A.A.S., College of The Albemarle  
B.S., Elizabeth City State University  
M.S., East Carolina University

**Rion, Hank**

*Musical Theatre/Theatre*  
B.F.A., Valdosta State University  
M.F.A., Brooklyn College

**Robertson, Emily G.**

*Assistant Dean, Student Services*  
B.A., Longwood College  
M.A., Regent University  
Ed.D., The College of William and Mary

**Robinson, Debra C.**

*Development Assistant*  
A.A.S., College of The Albemarle

**Rossman, Jane S.**

*Computer Systems and Electronics Technologies*  
A.A., A.A.S., College of The Albemarle  
B.S., Elizabeth City State University  
M.A.Ed., East Carolina University

**Rossman, Rodger S.**

*Psychology*  
A.A.S., College of The Albemarle  
B.S.A., M.S., The University of Georgia

**Rountree, Dawn**

*IIPS System Administrator*  
A.A.S., College of The Albemarle

**Sayre, Sandra**

*English*  
B.A., Mary Washington College  
M.A., Old Dominion University

**Scaffa, Ray G.**

*Vice President, Student Development, and Dean of Students*  
B.A., M.A.Ed., Northeastern University

**Schenck, Robert B.**

*Director, Learning Resources Center*  
B.A., Pennsylvania State University  
M.L.S., Indiana University

**Schmidt, Steven J.**

*Interim Associate Vice President, Basic Skills and Workforce Readiness Education*  
B.A., M.A.Ed., Wake Forest University

**Scott, Jo Ann F.**

*Nursing*  
B.S.N., Alderson-Broaddus College  
M.S.N., Marymount University

**Slack, Kenneth L.**

*English*  
B.A., Southeastern Louisiana University  
M.A., San Diego State University  
J.D., Tulane University

**Smith, Cynthia J.**

*Assistant Dean, Curriculum Programs*  
B.S., Dakota State College  
M.P.A., Drake University

**Stephenson, Louis E.**

*Recruiter, Basic Skills Education and Alternate GED Test Examiner*  
A.A., College of The Albemarle  
B.A., Elizabeth City State University

**Sterritt, Patricia F.**

*Art*  
A.A.S., College of The Albemarle  
B.S., Peru State College  
B.S.N., M.S.N., East Carolina University

**Stockdale, Scott**

*Art*  
B.F.A., Appalachian State University  
M.F.A., University of North Carolina at Chapel Hill

**Storie, Eric D.**

*Biology*  
B.S., Lenoir Rhyne College  
M.S., University of North Carolina at Charlotte

**Swain, Martha W.**

*Director, Counseling and Career Development*  
B.A., B.S., Elizabeth City State University  
M.A.Ed., East Carolina University  
National Certified Counselor  
Licensed Professional Counselor

**Tillett, Virginia S.**

*Assistant Dean, Workforce and Community Development*  
A.A., College of The Albemarle  
B.S., Elizabeth City State University

**Turdicti, James**

*Vice President, Business and Finance*  
B.S., California Polytechnic State University  
M.B.A., Trinity University  
M.S., George Mason University

**Turner, Joseph W., Jr.**

*Business and Office Technology*  
A.A.S., Forsyth Technical Institute  
B.S., East Carolina University  
M.S.B.E., University of North Carolina at Greensboro

**Vogelpohl, Ruth A.**

*Nursing*  
B.S.N., Capital University  
M.S.N., Vanderbilt University

**Wade, Jr., Gregory D.**

*Computer Systems and Electronics Technologies*  
A.A.S., College of The Albemarle

**Walker, William N.**

*Coordinator, Basic Law Enforcement Training Program*  
Certified Criminal Justice Instructor, North Carolina  
Criminal Justice Education and Training Standards  
Commission

**Warren, Ruth G.**

*Developmental Reading*  
B.S., Elizabeth City State University  
M.A.Ed., East Carolina University



**Watts, Rhonda L.**

*Mathematics*

A.A., College of The Albemarle  
B.A., M.A.Ed., East Carolina University

**Wentz, Ronda D.**

*Nursing*

B.S.N., Pensacola Christian College  
M.S.N., University of South Alabama

**White, Melody L.**

*Practical Nursing*

B.S.N., East Carolina University

**White, Wayman J.**

*Network Administrator*

B.S., Elizabeth City State University

**Williams, Andrea R.**

*Director, TRIO Programs*

B.S., Elizabeth City State University  
M.S.W., Atlanta University  
Ed.D., North Carolina State University

**Williams, Debra S.**

*Director, Cooperative Education and Job Placement*

A.A.S., College of The Albemarle  
B.S., Elizabeth City State University

**Williams, Linda S.**

*Accounting/Business*

B.A., University of Richmond  
M.B.A., East Carolina University

**Wilson, Grace G.**

*Developmental Reading and English*

A.B., Smith College  
M.A., Ph.D., University of Pennsylvania

**Winslow, Percy L., Jr.**

*Business and Office Technology*

B.S., M.A.Ed., East Carolina University

**Younger III, William T.**

*Mathematics and Physics*

A.S., College of The Albemarle  
B.S., M.S., East Carolina University

*College of The Albemarle's Catalog does not include a listing of part-time faculty. The Vice President of Instruction, the Dean of the Dare County Campus, the Dean of the Edenton-Chowan Campus, the Vice President of Corporate and Continuing Education, or the Director of Human Resources may be contacted for information about part-time faculty members.*

# Office Locations

Elizabeth City Campus	Building/Room	Dare County Campus	Building/Room
Adult and Continuing Education Courses		Academic Counseling	
Continuing Education Office	E-129	Student Development Office	Admin. Bldg. 226
Application for Admissions		Adult and Continuing Education Courses	
Admissions/Student Development Office	A-118	Continuing Education Office	Admin. Bldg. 108
Application for Graduation		Application for Admission	
Student Development Office	A-118	Information Desk	Admin. Bldg. 103
Athletic and Intramural Information		Application for Graduation	
Health and Physical Education Office	Owens Center	Advisor's Office	Varies
Corporate & Continuing Education Office	E-134	Basic Skills Education Office	Admin. Bldg. 122
Learning Lab (ABE, AHS, CED, ESL, GED)	C-139	Student Development Office	Admin. Bldg. 226
HRD Program	B-208	Career Development Center	Tech. Bldg. 226
Small Business Center Office	E-104	Curriculum Information	Admin. Bldg. 104/106
Career Development Center	A-123	Dean's Office	Admin. Bldg. 110
Cooperative Education & Job Placement	E-214	Financial Aid Applications	
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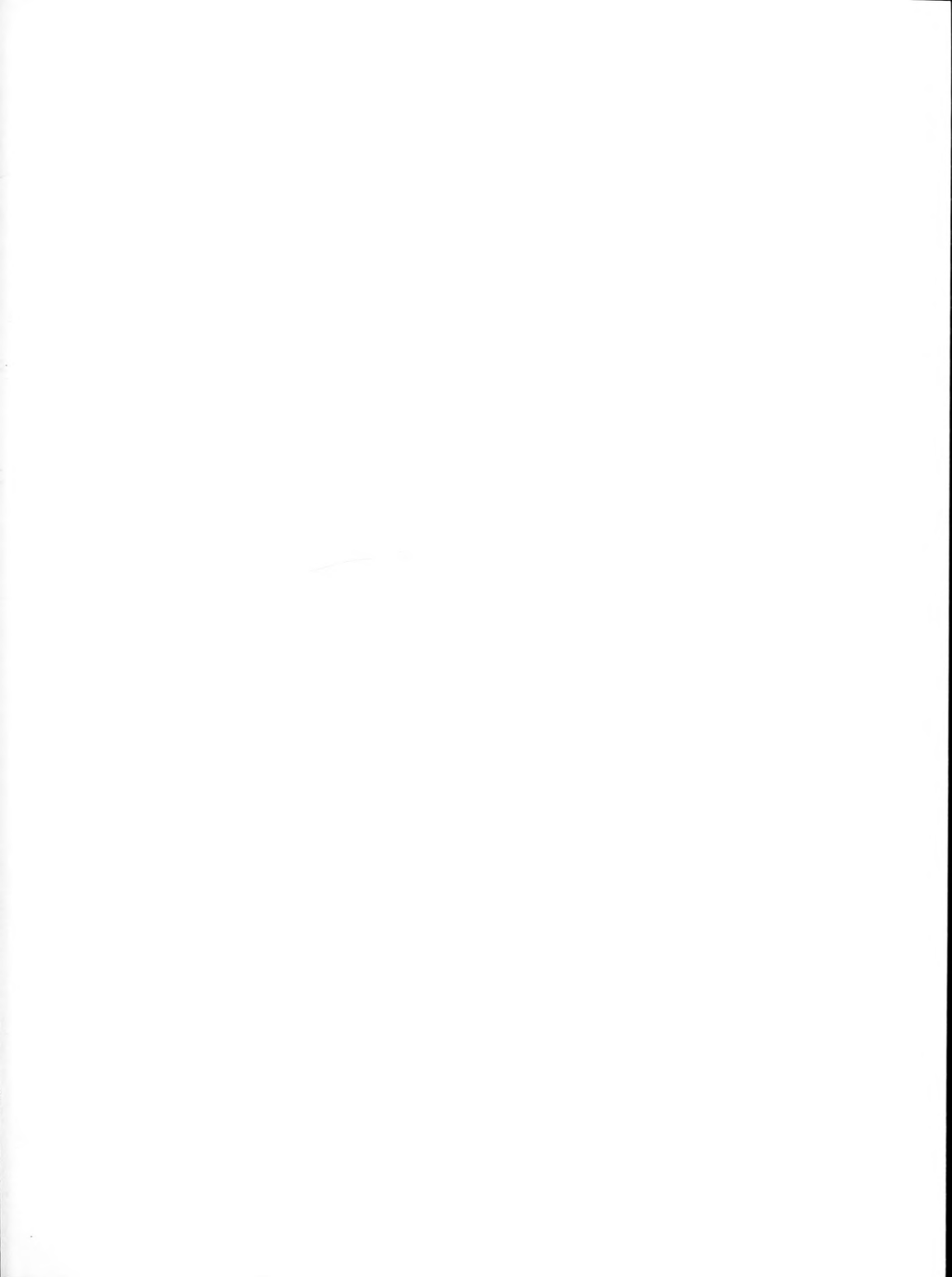
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